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ABSTRACT

The Special Issues Analysis Center (SIAC), as a technical support center, provides assistance to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the Department of Education. Its purpose is to support OBEMLA in serving the needs of limited-English-proficient (LEP) students. In this role, SIAC carries out data entry and database development, data analysis and reporting, database management design, design of project accountability systems, and policy-related research and special issues papers. This report describes activities carried out by SIAC in the second year of its contract. It consists of seven volumes: (1) an executive summary and a review of nine task accomplishments; (2) compilations of data on populations served by Title VII programs--"short turnaround reports 18-41"; (3) a summary of information submitted by state education agencies on LEP persons served and available services; (4) a review and analysis of estimates of the LEP student population, a manual for teachers, and data on characteristics of secondary-school-age language minority and limited-English-proficient youth; (5) a biennial report to Congress on the Emergency Immigrant Education Act program and a report on the status of the program; (6) a study of assessment practices for LEP students; and (7) and findings of a study of school district master plans for improving services to LEP students. (MSE)

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SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year Two
(Volume I)

Overview of FY93 Activities

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September 30, 1994

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SPECIAL ISSUES ANALYSIS CENTER
YEAR TWO ANNUAL REPORT

Executive Summary

The Special Issues Analysis Center (SIAC), as a technical support center, provides assistance to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education (ED). The purpose of the SIAC is to support OBEMLA in carrying out its mission to serve the needs of limited English proficient students. In this role, the SIAC carries out data analysis, research, and other assistance to inform OBEMLA decision-making. These activities are authorized under the Bilingual Education Act of 1988, Public Law 100-297.

The responsibilities of the SIAC are comprised of a variety of tasks. These tasks include data entry and database development, data analysis and reporting, database management design, design of project accountability systems, and policy-related research and special issues papers. This report describes activities carried out by the SIAC in Year Two. A full list of SIAC products for both years of operation is presented in the Appendix.

In Year Two, a database was created based on FY93 Title VII application data. These data were described in two separate reports: one based on data from nonfunded applications and one on funded applications. These data will be used to provide analyses and Short Turnaround Reports to OBEMLA on specific questions on an as-needed basis.

Work on the design for an OBEMLA database management system was continued in Year Two through meetings with OBEMLA management and staff and through further data collection and systems review. Other education organizations were contacted for information on the nature and structure of their database systems, and a summary of findings was reported to OBEMLA. In addition, an outline for a series of three reports describing, respectively, short term, intermediate term, and longer term options for the development of an improved information and database management system was developed, and the first two of these reports were submitted.

In this second year, no programs were nominated by OBEMLA for accountability and evaluation system review by the SIAC. In place of this effort, the SIAC and OBEMLA staff discussed separate activities related to the development of new program regulations on evaluation. As of the end of Year Two, the revised statement of work for this effort was being finalized, and work on this task is expected to continue into the third year of the contract.

Also in Year Two, a database and report were provided to OBEMLA outlining findings from the FY93 State Education Agencies (SEA) Title VII Grant Annual Survey Reports.

Work continued and was completed on the remaining seven of the nine Task Orders exercised in Year One. These included three special issues reports (Model 3 Task Orders) that provided a review and discussion of LEP student population estimates, a Biennial Report to Congress on the Emergency Immigrant Education Program, and a review of assessment instruments used with LEP students. In addition, a booklet for mainstream teachers of LEP students was developed as a revised work effort carried out in place of a written focus group (Model 7 Task Order). Two sets of graphic displays (Model 2 Task Order) were also submitted. One set provided maps showing MRC regions and project locations. The second focused on Title VII program data. The last continuing Year One Task Order was an analysis of NELS:88 data for information on language minority and LEP students (Model 4 Task Order).

ED has exercised nine Year Two Task Orders. One of these task orders, a Focus Group on Master Plans for Districts Serving LEP Students (Model 2 Task Order) was conducted and completed in Year Two. Two additional task orders were begun in this contract year but will be completed in Year Three. These are a Literature Review and Synthesis Report on Institutional Change and its Implications for Schools Serving LEP Students (revised Model 1 Task Order), and a Focus Group on Research Designs for Measuring Institutional Change Affecting the Education of LEP Students (Model 2 Task Order). The remaining six Year Two Task Orders will be carried out within the next contract Year.

This Annual Report consists of seven volumes, which include the overview report on the SIAC activities in Year Two plus six additional volumes. These volumes present copies of selected reports submitted to OBEMLA by the SIAC in the past year, including copies of all task order reports submitted. The contents of each volume are outlined below:

Volume I: Overview of SIAC activities in Year Two and a discussion of the implications of the Year Two findings for Year Three planning;

Volume II: Copies of Short Turnaround Reports (STRs) based on analyses of Title VII application data and other data related to LEP students;

Volume III: Task 7 Summary Analysis of the FY93 Title VII SEA Grant Program Annual Survey Reports;

Volume IV: Three Task Order Reports:
- A Review and Analysis of Estimates of the LEP Student Population (Task Order D030);
- Manual for Teachers and Summary of Panel Meeting (Task Order D040);
- Characteristics of Secondary-School-Age Language Minority and Limited English Proficient Youth (Task Order D060);

Volume V: Task Order D050 Reports:
- Biennial Report to Congress on the Emergency Immigrant Education Act Program;
- Report on the Status of the Emergency Immigrant Education Act Program;

Volume VI: Three Task Order Reports:

- An Examination of Assessment of Limited English Proficient Students (Task Order D070);
- Description of Task Order D080 Graphic Displays;
- Description of Task Order D090 Graphic Displays; and

Volume VII: Task Order D110 Report: Focus Group on Master Plans of Districts Serving Limited English Proficient Students.

I. INTRODUCTION

The second year of the Special Issues Analysis Center, a technical support center for the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), has been characterized by a focus on activities related to reauthorization of the Elementary and Secondary Education Act, and of Title VII programs. The debates on reauthorization have been influenced considerably by the goals outlined in Goals 2000 and the Educate America Act. Instructional reform, development of national standards, and examination of assessment, including alternative assessment approaches, among other issues, have been important concerns among educators, policy-makers, and communities. These concerns have formed the context for many of the discussions carried out related to reauthorization issues, and the work assigned to the SIAC in Year Two has reflected this.

Reauthorization of the Elementary and Secondary Education Act has required Department of Education and OBEMLA staff to provide information documenting Title VII program activities and services, and also information on LEP student populations nationwide. Over the past year, many of the SIAC activities were carried out in support of this effort, and the Task 4 Short Turnaround Reports proved to be useful mechanisms for responding to information requests. In addition, certain of the Task and Task Order reports were designed to assist in the process by providing information related to the proposed reauthorized programs.

The main activities of the SIAC in Year Two have been the following:

- Developing a database of funded and nonfunded Title VII grant applications and providing summary reports;
- Continuing the review of OBEMLA data collection systems and providing further input to the design of OBEMLA's information and database management systems;
- Aggregating, analyzing, and reporting on findings from the SEA Grant Program Annual Survey Reports;
- Producing reports on a short-turnaround basis that respond to OBEMLA's needs for summaries and analyses of information related to Title VII programs;
- Developing a comprehensive OBEMLA Historical Database; and
- Carrying out Task Orders, to address specific information needs, through conducting literature reviews, focus groups on specific issues, graphic displays of data, special issues reports, and special analyses of extant databases relevant to LEP students.

The purpose of this Annual Report is to provide an overview of the work accomplished by the SIAC in Year Two, noting issues that were addressed, problems that were identified, and findings that were provided to OBEMLA. In addition, based on our experience in this past year of work on the various SIAC efforts, we discuss the implications of our work for planning of the third year's activities.

II. REVIEW OF TASK ACCOMPLISHMENTS FOR YEAR TWO (FY9)

In this section, we provide a task by task discussion of the work accomplished in this year. In addition, we outline the reports submitted and ongoing progress on Task Orders that have been exercised in this year.

TASK 1: Update the Baseline Management Plan

Purpose of the Task

The purpose of this task was to update the general management plan for the contract in conjunction with the COTR.

Activities

A meeting was held with the COTR and CO on October 13, 1993 for the purpose of reviewing the SIAC activities thus far, reviewing the tasks to be completed and agreeing upon the schedule for Year 2 tasks. A revised baseline management plan was submitted on October 15th; this updated plan incorporated a revision of deliverables dates to adjust for expected delays in receipt of certain data.

A number of issues related to the content of the Year 2 work were discussed in the October meeting. On Task 2 (Abstract and Report Information from Annual Funded and NonFunded Title VII Grants Applications), it was agreed that the SIAC would pick up FY93 application copies as early as possible and prior to November. On Task 2.5 (Verification of Grantee Information), the SIAC indicated that all efforts would be made to submit the Task 2.5 Forms Clearance Package about 12 weeks early, by mid-November, rather than the later due date specified in the contract. Rescheduling was necessary to ensure sufficient time for OMB review prior to the spring start-up date for the project director interviews.

On Task 3 (Investigate and Report on OBEMLA Data Collection Practices and Develop an Electronic Database Management System), it was noted that there is no specific direction in the SIAC contract as to a statement of work and that the follow-up activities will be determined through consultation with OBEMLA. Specificially, the COTR agreed to set up a meeting with OBEMLA management in order to obtain comments and reactions on the Task 3 report submitted earlier. The outcomes of this meeting were expected to provide guidance for further development efforts on the design of the OBEMLA database management system.

In discussion of Task 4 Short Turnaround Reports, SIAC requested that the scope of the Task 4 analyses be broadened to include other databases available to the SIAC and relevant to analytic questions identified by OBEMLA. It was agreed that the task statement of work would be modified to include use of any databases developed by the SIAC and to include specifically data from the Descriptive Study of Services for Limited English Proficient Students (Development Associates, 1993).

Relevant to Task 5, the COTR indicated that no decision had been made on the two programs to be nominated for review for this year and that this decision would require more time. It was acknowledged that no specific due date for deliverables is specified for this task at this point. Also, it was agreed that the SIAC would provide diskette copies of the draft accountability systems provided in Year One.

The organizational structure of the Annual Report (Task 6) was discussed and it was agreed that in the next year's report the discussion of implications for the next year would be integrated with the separate presentation of individual task summaries. That is, rather than providing the discussion of implications in a separate chapter, the implications of findings/activities will be provided immediately following the summary of each task. This organization is followed here.

On Task 7 (SEA Annual Report), the SIAC was given permission to contact SEAs directly as needed in order to clarify any inconsistencies or questions regarding the Annual Report Data.

In the last portion of the meeting, dates and further specifications for the delivery of products were reviewed for ongoing Task Orders.

Products

Updated Baseline Management Plan	Submitted Oct. 15, 1993

TASK 2: Abstract and Report Information from Annual Funded and NonFunded Title VII Grants Applications

Subtask 2.1: Abstract and Organize Title VII Grant Application Information

Purpose of the Task

The purpose of this task is to create a database of funded and nonfunded Title VII application data, including data reported on the student data sheets and participant data sheets where these are submitted by applicants to specific programs.

Activities

Accessing application copies for data entry. In November, 34 boxes of applications were picked up by the SIAC. Problems in the GCMS file received by the SIAC were discovered and this delayed the data receipt process, since the GCMS provides the record of applications expected to be received for data entry. In addition, a large number of application copies were discovered to be missing the cover sheet; this sheet includes much of the basic project identification information. Other applications were found to be duplicate copies of applications in hand, and some 200 applications did not have a GCMS match based on the GCMS file provided to the SIAC. Over the next months the SIAC worked with the COTR to (1) obtain a new download of the GCMS file; (2) obtain copies of the missing application cover sheets; (3) identify, access and make copies of applications for which no copies had been received; and (3) clarify the status of certain applications that did not appear to be valid applications in FY93. The activities involved in obtaining the necessary copies of the 2138 applications to be included in the database became a key concern of the SIAC over the succeeding months and involved considerable cooperation from OBEMLA staff. For example, lists of missing applications were forwarded to OBEMLA, and SIAC staff later visited OBEMLA to obtain and copy the needed applications. These activities continued until the end of March. At that point, a complete set of funded application copies with the exception of only one application, and a large proportion of the nonfunded application copies had been accessed by the SIAC; the database was considered to be closed. One additional download of the GCMS was requested to fill in certain subcategories of nonfunded applications that were identified as missing from the GCMS file received earlier.

Thus, in the second year of work on this task, there were continued problems in accessing the copies needed for data entry. In some respects, the effort this year went more smoothly, and more of the applications were available. However, problems with cover sheets missing (not a significant problem last year) and the continuing need to identify, access, and copy applications extended the time required and the level of effort on this task. As a result, the SIAC requested that the FY94 applications be made available for pick-up as early as possible, since it appears that the lack of sufficient space for safe storage of boxes within OBEMLA may be part of the problem in providing a full set of application copies.

"Cleaning" of the GCMS database. The GCMS file on Title VII applications in each year must be reviewed and modified in order to obtain an accurate final file. This file is essential for identifying the applications to be included in the Task 2 data entry and reporting. In addition, this final "cleaned" GCMS is important for reporting to OBEMLA on number of funded and nonfunded applications and funding by program in each year. In particular, prior to the completion of the Task 2 application database, the GCMS is the only data file containing this information. The SIAC therefore places considerable priority on taking steps early to create a final GCMS file of Title VII applications and funding. These steps include deletion of invalid hold-over records from the prior year, correction of project identification data, and combination of multiple records for individual applications/projects. These steps are important also to ensure that a corrected GCMS file is available for Task 4 Short Turnaround Reports.

Cleaning and verifying the application database. As applications were accessed for data entry, the application data were coded, abstracted from the forms, and entered in the funded and nonfunded application database. A data entry codebook, and transcription sheet were created for applications with student data sheets; a separate codebook and transcription sheet were created for applications with participant data sheets.

Early pick-up of FY94 applications. In order to facilitate the accessing of applications for the next year of Task 2 work, the COTR obtained approval from the CO for the SIAC to pick up FY94 applications as soon as these could be organized for pick-up. This was carried out in June. The process involved carrying out a review of the applications and keying of the application identification number into a data receipt file by SIAC staff; these processes were carried out within OBEMLA offices prior to pick-up for transport to the SIAC data entry center. Lists of missing applications were provided to the COTR in order to obtain as complete a set of applications as possible prior to removing them from OBEMLA. However, at the time of pick-up, 450 applications remained to be provided and 580 applications were missing application cover sheets. Therefore, we expect to again work with the COTR at the beginning of the next contract year to complete the process of accessing the missing application copies and cover sheets.

Products

The final product of this task has been the development of a corrected FY93 Title VII application database. The application database merged with GCMS data (without project summary variables) was submitted to OBEMLA on September 30, 1994.

Subtask 2.2: Analyze and Report on Title VII Nonfunded Application Information

Purpose of the Task

The purpose of this task is to provide a report focused on data from nonfunded applications.

Activities: Year One Continued

The final report on FY92 nonfunded applications was submitted at the beginning of this contract year. Activities then focused on preparation for and conduct of the analyses of the FY93 data.

Activities: Year Two

After the closing of the FY93 application database, work on editing the file, conducting analyses, and developing report tables began. In the case of the nonfunded applications, a large number of those expected were not available for entry into the application database. The analyses were carried out on those applications that were available and had been entered. The report on nonfunded applications therefore begins with a table showing the number of nonfunded applications expected and the number included in the database for each program category.

Data analysis and report writing activities continued through the spring and summer of Year Two, with clarifications of application information requested from OBEMLA as needed to determine the validity of individual applications that had been entered. The draft report was submitted for OBEMLA review; and extensive internal SIAC review has also been completed. As of September 1st, final revisions to the text and tables are being carried out, and the final report is expected to be submitted prior to the end of the contract year. The late date of submission of this report is due to the necessarily late date of accessing applications and closing the application database, as was also true in Year One.

Products: Year One Continued

Summary of Nonfunded FY92 Part A and Part C Title VII Grant Applications (Final)	Submitted Oct. 1, 1993

Products: Year Two

Summary of FY93 Nonfunded Part A and Part C Title VII Grant Applications (Draft)	Submitted July 13, 1994
Summary of Nonfunded FY93 Title VII Part A and Part C Grant Applications (Final)	Submitted Sept. 21, 1994

Subtask 2.3: Analyze and Report on Title VII Funded Application Information

Purpose of the Task

The purpose of this task is to provide a report focused on data from funded applications based on the Title VII database.

Activities: Year One Continued

The final report summarizing the data on FY92 funded applications was submitted in November. Following submission of this report, work began on preparation for the analysis and reporting of FY93 data.

Activities: Year Two

The analyses of FY93 funded application data were begun in March, after all applications had been accessed and the database completed. As was true for the nonfunded report, work on editing the final application database, on carrying out analyses, and on developing report tables and text for the draft reports was carried out following the completion of the database and final clarifications of problem cases with the assistance of OBEMLA staff. The draft report on funded applications was submitted in mid-July. Although no comments have been received on the report, SIAC staff have carried out internal reviews of the report and final revisions of the draft report were being completed as of early September.

Products: Year One Continued

Summary of Funded FY92 Part A and Part C Title VII Grant Applications (Final)	Submitted Nov. 30, 1993

Products: Year Two

Summary of Funded FY93 Part A and Part C Title VII Grant Applications (Draft)	Submitted July 13, 1994
Summary of Funded FY93 Part A and Part C Title VII Grant Applications (Final)	Submitted Sept. 21, 1994

Subtask 2.4: Add Abstracted Title VII Information to the Modified Grant and Contract System (GCMS)

Purpose of the Task

The data abstracted from Title VII applications are to be added to the GCMS database to create a modified GCMS that contains fields required by statute and regulation, including the student and participant data sheet information provided by applicants. (The final database, which will also include summary variables on the final project-level database, will be provided to OBEMLA as the deliverable for Task 8).

Activities

The GCMS was used as the basis in creating the Title VII database, in that project identification information from the GCMS was used as the means of ensuring that all applications had been received and entered. For those applications for which there were no application copies available (primarily nonfunded applications), the GCMS provided the only source of data. The application data was combined with the basic GCMS data to create the merged databases: the project level database and the school-level database. (The final database to be submitted as the Task 8 product will also include summary variables on the project level file for data entered in the school file.)

Products

Title VII Application Database (with GCMS information)	Submitted Sept. 30, 1994

Subtask 2.5: Verification of Grantee Information

Purpose of the Task

In this task, telephone interviews are conducted with project directors of all funded Title VII Part A and Part C projects in order to verify and update information provided on the applications.

Activities: Year One Continued

As of the beginning of Year Two, interviews with FY92 project directors were continuing. The summer period had proven to be a difficult time to contact the project directors in many districts and, in addition, problems with delayed openings of schools (e.g., due to asbestos problems in New York City) further delayed contacts with a number of project directors. With the approval of OBEMLA, the interviews were continued through September and into the early part of October until all available project directors had been contacted. At the conclusion of the interviews, 97 percent of FY92 project directors had responded.

Work on the analysis and reporting began immediately upon the conclusion of the interviews. The data were reviewed, coded, and analyzed and the draft report on the verification data was submitted in December; the final report was completed and submitted in January.

Activities: Year Two

From October 1993 to April 1994, SIAC staff carried out the required work for this subtask relating to conducting the verification interviews. We developed and submitted draft and final OMB Forms Clearance Packages and continued to prepare for the conduct of interviews with project directors. However, on April 15th, we were notified by OBEMLA that the verification interviews Forms Clearance Package was not being reviewed by OMB, and that the interviews would not be carried out in this year of the SIAC contract. The SIAC therefore ceased work on preparation for the interviews. We had expected to begin interviewing in early May after OMB clearance was received by April 28th. We were notified in August that for this year, the SIAC would be released from providing draft and final reports on this task.

Products: Year One Continued

Title VII Part A and Part C Projects: Students and Participants Served in 1992-1993 (Draft)	Submitted Dec. 12, 1993
Title VII Part A and Part C Projects: Students and Participants Served in 1992-1993 (Final)	Submitted Jan. 31, 1994

Products: Year Two

Draft Request for OMB Forms Clearance With Supporting Statement for Verification of Title VII FY93 Funded Project Grant Applications	Submitted Nov. 12, 1993
Final Request for OMB Forms Clearance With Supporting Statement for Verification of Title VII FY93 Funded Project Grant Applications	Submitted Dec. 28, 1993

Implications of Task 2 Activities and Findings for Year Three:

Extended effort will be required to obtain full set of applications. In this year's effort on Task 2, the COTR and other OBEMLA staff have devoted considerable effort to providing the SIAC with as complete a set of applications as possible. In particular, efforts were made with regard to FY94 applications, in preparation for the next contract year. All have been disappointed by the fact that gaps remain in the FY94 applications provided to the SIAC thus far and that we therefore anticipate in Year Three another extended--even though somewhat improved--process involving identifying, accessing, and copying applications.

Recommendation regarding application set-aside and pick-up for the future. We believe that the problems encountered in obtaining a full set of application copies, which initially had been anticipated as a very straightforward pickup of forms, are largely a product of the timing of the setting aside and pick-up of SIAC copies. For this task in the future, we recommend that OBEMLA establish a process centrally where copies of applications are set aside and picked up by the SIAC immediately upon receipt of applications for specific program competitions. Thus, there would be several separate pickups, one for each program category, and the copies would be picked up prior to the application review process. OBEMLA staff would therefore no longer need to provide for storage of the SIAC copies. In order to ensure that there are sufficient copies of applications for review, OBEMLA should consider increasing the number of copies to be provided by applicants. (Note also that under Task 3 we have recommended increasing the number of copies for the purpose of maintaining a central application file).

Recommendation regarding access and pick-up of FY95 applications. Based on the above, we recommend that OBEMLA take steps to facilitate the application set-aside and pick-up for FY95 data. Efforts related to FY95 data are not included within the current SIAC contract. Therefore, OBEMLA may choose to follow up on the above recommendation in either of two ways: (1) Act upon the recommendation and establish increased number of copies required to be submitted and set up procedures for set-aside and storage of copies within a separate location within OBEMLA until contractor is identified for the data entry and analysis of these data. (2) Act upon the recommendation and establish increased number of copies required and include an additional Task 2 within the Year Three current SIAC contract. This latter recommendation actually addresses two issues: the need for early set-aside and receipt of application copies for the Task 2 analyses and, related to Task 3, the need for OBEMLA to have these application data available current with the year of operation of the funded projects (rather than one year later, as is the case now).

Recommendations regarding scheduling of Task 2.5 project director interviews. Interviews with project directors of FY92 projects continued into the early fall of Year Two. The interview process therefore required more than three months to complete, largely due to difficulties in contacting many of the directors during the summer months. For this reason, the Year Two OMB forms clearance package for this task was submitted ahead of schedule (although OBEMLA ultimately decided not to carry out the interviews in Year Two). In Year Three, the OMB forms clearance package will again be submitted early in the Year to enable SIAC staff to begin the interview process early in the spring.

TASK 3: Investigate, Review, and Report on OBEMLA Data Collection Practices and Develop an Electronic Database Management System for Title VII Programs

Purpose of the Task

The purpose of this task was to investigate the current data collection practices within OBEMLA and to design a database management system to support OBEMLA in carrying out its management and policy-related responsibilities.

Activities

In this year, further progress in the development of a database management system was carried out through several distinct efforts.

Meeting with OBEMLA Management. At the beginning of the year, on October 25th, SIAC staff met with the Director of OBEMLA and other OBEMLA staff to discuss the findings and recommendations provided in the Task 3 Report submitted at the end of Year One. The outcome of this meeting was a request from the Director for the SIAC to further explore the nature of systems in place in other agencies with information needs similar to those of OBEMLA.

Informal Survey. As requested by the Director of OBEMLA, the SIAC's efforts on Task 3 were directed toward examining the nature and structure of database systems within other agencies within the Department of Education as well as other organizations outside of the Federal Government. Other agencies and organizations were identified through specific recommendations from the Director of OBEMLA and the Acting Director of Research, and through SIAC staff recommendations. A key focus of the informal survey was on the use of networked versus stand-alone systems.

Informal telephone interviews were conducted with individuals within five agencies within the Department of Education and within seven other organizations. A report outlining the findings of the discussions was prepared and submitted to OBEMLA in February.

Report Series on Information Systems and Database Management Systems. Based on the findings of the informal survey, on the discussions in the earlier meeting with OBEMLA management, and on informal discussions with the Project Officer, the Task 3 staff began discussion of the next steps needed in further development of information systems and database management systems within OBEMLA. The outcome of these discussions was an outline of a series of three short reports focussed on specific recommendations. The three reports were focused on, respectively, recommendations for the near future (next six months), recommendations for the intermediate future (6-18 months), and recommendations for the longer term (beyond 18 months). Two of the planned reports were submitted in Year Two; the third report of the series will be submitted in October. Through these reports, we hope to provide a basis for further specific interaction with OBEMLA staff that will begin the process of implementation of those recommendations which OBEMLA staff identify for implementation.

Products

Report Memorandum: Review of Database Systems Outside of OBEMLA	Submitted Feb. 1, 1994
OBEMLA Information Needs for Grant Programs: Report #1: Recommendations for the Near Future	Submitted July, 7, 1994
Task 3 Issues Paper on Roles of OBEMLA Staff and Technical Assistance Contractors	Submitted August 31, 1994
OBEMLA Information Needs for Grant Programs: Report #2: Recommendations for the Intermediate Future	Submitted Sept. 9, 1994
Task 3 Annual Report for Year 2 (Draft)	Submitted Sept. 2, 1994
Task 3 Annual Report for Year 2 (Final)	Submitted Sept. 30, 1994

Implications of Task 3 Activities and Findings for Year Three:

In the next contract year, we expect to work with OBEMLA to define the overall information management system appropriate to staff needs in working with existing and newly authorized programs. In order to define an effective system, all information needs should be considered, and decisions made regarding the use of the information. There may be data elements that are critical to collect and systematize but for which entry into a computerized database is not necessary. For other data, the uses may require entry into a database, and for selected data elements, regular updating of the information also may be required. These types of decisions need to be made based on input from OBEMLA staff at several points in the course of developing the OBEMLA information system. The series of short reports begun in Year Two present recommendations regarding the structure of this decision-making process. We hope to work with the COTR and OBEMLA management to move toward further specification of the OBEMLA information management system over the next year.

TASK 4: Short Turnaround Reports

Purpose of the Task

Through this task, OBEMLA has access to analyses of the Title VII application database on a rapid turnaround, as-needed basis. In addition, as part of this task, the SIAC has been working with historical data that are available to develop a complete and comprehensive Title VII Historical Database for the years 1969-94.

Activities

Short Turnaround Reports. As of the end of Year Two, more than 40 Short Turnaround Reports have been submitted to OBEMLA. As in Year One, the GCMS file provided a first source of reports to OBEMLA on current year projects. In order to use this file for reports to OBEMLA, a series of cleaning and revision steps was carried out. In addition, STRs were developed based on the FY92 application database to provide information to OBEMLA on the students, participants, language groups, schools, etc. that were projected to be served in the funded and nonfunded applications. Where appropriate, other sources of data, such as the SEA database and the data from the Descriptive Study of Services for LEP Students (Development Associates, 1993) were also used. Approval to include other databases such as these within the scope of the Task 4 effort had been received by the Contracts Officer and formalized within a contract modification. Several of the requests were for data to be provided as soon as possible (particularly during the period when the Title VII reauthorization was being debated); the SIAC was able to provide responses within the same day, and in some cases, within a few hours.

Short Turnaround Reports: Databases. As an additional component of the work on this task, the SIAC has been requested to provide assistance to OBEMLA that utilizes the OBEMLA databases to develop new datasets or other products. For example, the SIAC produced a nonduplicated list of Title VII funded and nonfunded applicants and mailing labels as a Task 4 product. SIAC staff developed a cross-year merged file of funded and nonfunded applicants, identified duplicate entries, and deleted all but the most recent entry for each case of multiple records. Finally, updated information on applicant data based on information obtained through the Task 2.5 FY92 project director interviews were used to update the file to the extent possible. The final list was formatted for labels, and label sheets for mailing were produced. Copies of the label pages are available for use at a later point in developing additional label sets. In other activities, graphics from prior SIAC reports were restructured and provided in both hard copy and computer file form for use by OBEMLA management.

This type of Task 4 "report", due to the different nature of the materials provided, is not included in the standard STR system and is categorized separately as STR-DB products. Although such products are not report analyses of the type typically assumed for Short Turnaround Reports, we believe that they are fully within scope, since they utilize the application databases or other SIAC products, require analysis operations, and provide specific assistance that is necessary to OBEMLA's management tasks.

OBEMLA Historical Database. As noted in Year One, our review of the 1969-90 retrospective database provided to the SIAC at the beginning of the contract uncovered problems with the data. Following discussions with the Project Officer and the Contracts Officer, we therefore proposed to provide a short turnaround report outlining the nature of the work to be carried out on this database in order to make it more useful as a source of historical data. This report was submitted as STR #17.

STR #17 summarized a sequence of activities to be conducted to both ensure the quality, consistency, and comprehensiveness of an OBEMLA historical database. These activities included making CFDA codes consistent, working with identificiation codes to develop consistency in how districts are identified, entering data for program categories not included within the current historical database, checking the accuracy of data provided within the various information fields, and identifying and entering missing records.

In the course of Year Two, considerable progress has been made in developing the Title VII Historical Database. Existing hard copies of project lists from earlier years of the Title VII program were obtained through the Office of the Undersecretary-Budget Service. Comparisons of these records with the original 69-90 file have been carried out to identify missing records in the file. The original 69-90 file had been structured to include only certain program categories; in addition, other records were identified as missing, based on review of hard copy data. Where questions existed as to the accuracy of any records, data were checked where possible with other sources of data (e.g, data on appropriated funds for categories). As of the end of September, 1994, all entries for the years 1969-1994 have been checked, missing data identified and entered, and inconsistencies resolved.

Based on the work thus far, the SIAC was able to provide draft tables on 1986-1993 data when historical data were needed by OBEMLA management. Once FY94 funding decisions have been completed and FY94 GCMS data have been received and edited for OBEMLA's use, we will include FY94 data in the Title VII Historical Database and provide a complete report on 1986-1994 Title VII projects and funding. A separate report will later be developed on FY69-FY85 data. This break in reporting parallels distinctions in the nature of the programs funded through Title VII. A Short Turnaround Report on the progress made thus far in development of the Title VII Historical Database is now in preparation.

Products

A full set of the Short Turnaround Reports #18 - 41 provided to OBEMLA in Year Two is included in Volume II of this annual report.

Implications of Task 4 Activities and Findings for Year Three:

The Task 4 Short Turnaround Report activities have been a very central function of the SIAC in the past year. Particularly with the reauthorization process, the STR mechanism has proven to be very useful in addressing needs identified by OBEMLA which require a quick response. In several cases, the SIAC has been able to develop and provide the needed information very rapidly, demonstrating the ability to produce new data analyses and report tables within even a few hours. The expansion of the scope of this Task to include other databases in addition to the Task 2 application databases has been useful, and the Task 4 reports have included data from the SEA database, and the Descriptive Study of Services for LEP Students.

Short Turnaround Request forms have been made available to OBEMLA staff through the Project Officer and requests are forwarded through him to the SIAC. Frequently, in order to clarify options in presenting the requested data and to identify specific analyses to best meet the data needs, SIAC staff have carried out follow-up contacts with the individual who made the request. While the request process has worked smoothly, this type of process involves more coordination and interaction among OBEMLA and SIAC staff than would be required if more direct request procedures were put into place.

Our understanding is that OBEMLA is moving toward restructuring its functions and activities and that increased emphasis will be placed on OBEMLA's role as an information resource. We expect that this emphasis will lead to increased need for Task 4 STRs. If so, we suggest that the implications for Year Three would be to review STR request procedures and to establish new procedures whereby other OBEMLA staff are able to directly make STR requests to a designated SIAC staff person. Under this type of request system, the Project Officer would serve as a coordinator of the STR function, and as a facilitator when needed, and would be informed on a regular basis of the STRs being prepared.

TASK 5: Program Accountability Improvements

Purpose of the Task

The purpose of this task is to support the overall effort within ED toward greater accountability for programs. According to the SIAC contract, in each year of the contract, two programs are to be nominated by OBEMLA for review by the SIAC.

Activities: Year One Continued

As of the end of Year One, the draft accountability system plan for both of the nominated systems had been submitted to OBEMLA for review, and the draft OMB forms clearance package for the SAIP program had been submitted. The draft OMB forms clearance package for the EPTP program was submitted within the first week of Year Two.

Activities: Year Two

In this year, OBEMLA determined that activities other than review of two programs would be most useful. Therefore, it was determined that a change in the statement of work on this task should be made. As of the end of Year Two, finalization of the changed statement of work for Task 5 was in process. We expect to develop and submit the Year Two products in Year Three; we also expect to develop and submit Year Three products in the next year.

Products: Year One Continued

Draft Request for OMB Forms Clearance With Supporting Statement for: Educational Personnel Training Program Accountability and Evaluation System (EPTP-ACCES)	Submitted Oct. 6, 1993

Products: Year Two

To be defined for completion in Year Three

Implications of Task 5 Activities and Findings for Year Three:

We are awaiting a contract modification to revise the Year Two statement of work for this task. We expect to carry out the Year Two revised effort and a revised Year Three effort within the next year of the contract. The Year Three effort can be directed toward assisting OBEMLA in developing forms and data collection/data entry systems for newly authorized programs. This would be a key activity to ensure the quality and effectiveness of the information available on the new programs.

TASK 7: Aggregate, Analyze, and Report on Title VII SEA Grant Program Annual Reports

Purpose of the Task

The purpose of this task is to provide OBEMLA with a summary, synthesis, and analysis of the data provided by states in the SEA Annual Survey Reports.

Activities

Work on this task was expected to begin in February, after the SEA Survey Reports were received by OBEMLA at the end of January. However, the first set of SEA reports was not received for processing until March, and not all of the reports were received until June. In June, problems with certain data (e.g., inconsistency in data across years, missing data) were found in the process of abstracting and entering the data into a database. The SIAC notified OBEMLA that these problems existed, and contacted SEAs directly for clarification or correction of the data. (Such direct contacts with SEAs had been approved as part of the Baseline Management Meeting; the need for such contacts had been anticipated, based on the Year One experience in working with these data.) In June and July, since not all final data corrections/clarifications had been received from SEAs, the SIAC informed OBEMLA of the remaining issues. OBEMLA requested that the SEA database be left open until all data were in as final a form as possible. The database was finalized in July, and work on the draft report was begun immediately thereafter.

Products

Draft Report on SEA Annual Survey Reports	Submitted August 19, 1994
Final Report on SEA Annual Survey Reports	Submitted Sept. 22, 1994

Implications of Task 7 Activities and Findings for Year Three:

The schedule for this task has been delayed in both Year One and Year Two due to the later than expected submission of data to OBEMLA and thus late receipt by the SIAC. In addition, clarifications of data submitted have been required in order to ensure as high quality data as possible. Thus we expect a later schedule in Year Three as well. The SIAC's experience in working with these data indicate a need to review the SEA form, and to restructure specific data elements to assist SEAs in responding clearly and accurately. This type of task would fall within the Task 3 and Task 5 scopes of work, since it concerns both database system issues and program accountability.

TASK 8: Disposition of Database

Purpose of the Task

This task involves the submission of the final Title VII application database, on disk and in hard copy, with documentation, in dBase format.

Activities

The final application database consists of two files: a project summary file and a school-level file. The project summary file provids project level data on students/participants, most common languages, and funding, and includes summary variables that are created based on the school-level data. The school summary file includes school level data based on those Part A project applications that are required to submit school data within their applications.

Products

Final Database and Documentation	To be submitted

TASK 9: Task Order Coordination

In Year Two, work on task orders under Task 9 was carried out for continuing Year One Task Orders and for newly exercised Year Two Task Orders. Year One continuing Task Orders were those which were exercised in Year One but for which the end date fell within Year Two. Similarly, of the nine Year Two Task Orders that have been exercised, eight will be completed within Year Three.

Within Year Two, a revised Model 1 Task Order was negotiated in order to develop a literature review focused on institutional change related to LEP students. Also in this year, a new Model 8 Task Order, to develop a professional development video and materials was negotiated and signed.

Year One Continuing Task Orders

In Year One, a total of nine task orders were exercised. Two of these task orders were completed within Year One. These were the Task Order D010 (Model 1) Literature Review of Federally Funded Studies, 1980-1992, and the Task Order D020 (Model 6) Focus Group on Active Learning Instructional Models for LEP Students. The remaining seven task orders were completed with Year Two delivery dates. Below, the seven Year One Continuing Task Orders that were completed in Year Two are described.

TASK ORDER D030: LEP Student Population Estimate

Purpose of the Task Order

The purpose of this task order was to summarize information on the number of LEP students in the country, the ways in which LEP student status has been defined, and the methods used in counting LEP students. The report on the task order provided OBEMLA with both an historical summary on the issue and an analysis and comparison of recent findings.

Activities

The activities on this task order involved: (1) the development of an outline for the report; (2) the assembling of relevant source materials for review; (3) the development of the structure for a database system to summarize study results; (4) the review of selected studies to evaluate the database structure; (5) the review of previous papers/articles which summarized or assessed the validity of LEP counts; and (6) the review of 1990 Census data released on CD-ROM to assess its usefulness for the task order.

Products

A Review and Analysis of Estimates of the
LEP Student Population — Submitted Dec. 1, 1993

TASK ORDER D040: Written Focus Group on Active Learning for LEP Students

Purpose of the Task Order

This task was exercised as a follow-up to the Task Order D020, Focus Group on Active Learning Instructional Models for Limited English Proficient Students. The purpose of the written focus group was to use the findings and recommendations from the Task Order D020 focus group meeting to generate expert advice in the form of a manual. The manual was designed to be disseminated to teachers and program directors and to provide information on how to implement active learning instructional approaches in mainstream classrooms containing LEP students. The structure of this "written focus group" actually varied from the expected structure for this task order, and involved the development of an original written product rather the summary of four experts' reactions to a specific set of questions.

Activities

ED originally exercised this task order to begin on July 26, 1993. However, on July 30th, we were informally notified by the COTR that OBEMLA did not wish to proceed with the task order content as defined (i.e., developing a summary of experts' responses to specific questions) and that a different content and format was to be required involving the development of a manual for teachers. Work on this task order was put on hold until a final definition of the content was determined.

A revised definition of the task order was received as a formal modification on August 17, 1993. As revised, the plan for the task order called for the convening of a group of four experts in the Washington area to develop the scope and outline for a manual for teachers. The group included a writer with background in education and teacher training, a principal of a school with LEP students, a teacher with experience instructing LEP students within a mainstream classroom context, and a second teacher with experience in instructing LEP students.

The panel members were convened on October 26, 1993. Since it was not possible to convene the panel until this date, which was after the original due date for the Task Order report, a request for an extension until November 29th was submitted.

The panel recommended that the content of the manual be directed toward mainstream teachers of LEP students, with a focus on teachers of elementary and middle school students. It was further recommended that a separate manual would be needed for secondary level teachers of LEP students. The panel reviewed materials developed from the original focus group meeting on active learning instructional models for LEP students, and discussed the key issues to be included in the manual. The product of the panel meeting was a specific page by page outline of content. In addition, the panel members provided specific recommendations as to the format, style, and manner of presentation of the content in the manual. Further recommendations were also made regarding effective methods of dissemination. The writer then worked on the basis of these recommendations to develop a first draft; these drafts were then reviewed and revised by a second writer and SIAC staff following the panel recommendations. The final draft manual was submitted to OBEMLA as text plus recommended format and graphics for final production by ED as a brochure with photographic illustrations.

The manual was presented and discussed in a session sponsored by OBEMLA at the National Association for Bilingual Education in February, 1994. There was considerable interest in an informational manual of this type for mainstream teachers, as evidenced by the attendance at the session and the comments of those present.

Products

Task Order D040 Report: Manual for Teachers and Summary of Panel Meeting	Submitted Dec. 8, 1993

TASK ORDER D050: Biennial Report to Congress on the Emergency Immigrant Education Act Program

Purpose of the Task Order

The purpose of this task order was to prepare a report to Congress on activities supported through the Emergency Immigrant Education Act (EIEA) Program for the years 1991 and 1992. The EIEA is a program which provides assistance to eligible local education agencies (LEAs) in the United States that are serving influxes of large immigrant populations. Since 1984, the EIEA program has provided approximately $30 million annually for supplementary instructional and noninstructional services to immigrant children enrolled in elementary and secondary schools within the LEAs.

Activities

In work on this task order, the SIAC analyzed EIEA program reports submitted by State Education Agencies to OBEMLA, reports produced by the U.S. General Accounting Office, U.S. Census data, and additional research related to the education of immigrants. Based on the information collected, the SIAC produced two related reports, as requested by OBEMLA. The first report was the report to Congress to provide information on the number of children served by state and by national origin, as well as grant allocations and expenditures for the years 1991 and 1992. The second report was an expanded version of the first; it provided a more extensive review of federal, state, and local administration of the EIEA program, and of instructional and noninstructional services to LEP students.

In developing the database for this task order, SIAC staff entered data submitted by the SEAs participating in the EIEA program. In the course of entering the data, several states were identified for which the data required further clarification; these SEAs were contacted to obtain the information needed. Later, at OBEMLA's request, the EIEA Program Database was also submitted.

Products

Biennial Report to Congress on the Emergency Immigrant Education Act (EIEA) and Report on the Status of the Immigrant Education Act (EIEA) Program	Submitted Nov. 15, 1993
Emergency Immigrant Education Act Program Database 1993	Submitted Mar. 21, 1994

TASK ORDER D060: Analysis of Language Minority and LEP Students in NELS:88 Base Year and First Follow Up Studies

Purpose of the Task Order

The purpose of this task order was to summarize available information within NELS:88 regarding language minority and LEP students.

Activities

Work on this task order began with a meeting at NCES on June 23rd with Jeff Owings. In this meeting, we accepted delivery of the task order database and documentation, discussed the data analysis, and viewed a demonstration of the capabilities of the NELS:88 database on CD-ROM. We later discussed development of an operational definition of LEP students with the COTR. Since this is a critical first step, several possible operational definitions of LEP were considered, including consideration of the extent to which viable data exist for a sufficient number of students. These possible operationalizations were discussed in a meeting with the COTR, and a final set of definitions were selected to be used in further analyses of the data. The task order report outlined the operational definitions to be used in categorizing students, and provided basic descriptive data on the characteristics of students obtained using these categorizations. (A subsequent task order and report will examine further academic and achievement data for students).

Products

Characteristics of Secondary-School-Age
Language Minority and Limited English Proficient
Youth: Final Analytic Report — Submitted Dec. 15, 1993

TASK ORDER D070: Model 3 Special Issues Report on Convergence of Test Instruments

Purpose of the Task Order

The purpose of this task order was to provide a review and synthesis of government-provided documents on currently used instruments to determine LEP status and achievement, including the test purposes and theoretical assumptions. The scope of the investigation also included discussion of alternative assessments.

Activities

This task order began at the end of Year One, with a start date of September 20, 1993. Initial work on the task order focused on obtaining copies of the needed achievement tests and oral English proficiency tests for review. While several of these were available through the Evaluation Assistance Center (EAC), a number of the tests to be reviewed had to be ordered from publishers. The review was carried out for five achievement tests and six oral proficiency tests that had been identified as the most frequently used assessment instruments within the Descriptive Study of Services for LEP Students (Development Associates, Inc.).

In addition to carrying out a review of these instruments, the SIAC recommended that the scope of the report include a review of current Academic Excellence proposals to address the question of the role played by assessment within the exemplary projects funded through this Title VII program. This recommendation was approved by OBEMLA and copies of currently funded Academic Excellence applications were provided to the SIAC in March for review.

A third component of the report was a review of literature and findings on alternative assessment, since much of the current debate and efforts related to assessment has been related to alternative approaches to assessment of students. Finally, the report summarized the findings and provided recommendations regarding the assessment of LEP students.

Products

An Examination of Assessment of Limited
English Proficient Students — Submitted Mar. 28, 1994

TASK ORDER D080: Graphic Display of the Title VII MRC Service Areas

Purpose of the Task Order

The purpose of this task order was to produce graphic displays for general use within the Department of Education, the Title VII network, and with other audiences needing information on Title VII and MRC activities.

Activities

Work on this task order was begun at the end of Year One. The data presented in the displays developed in this task order were based on the FY92 application database. The activities included plotting all Part A and Part C projects on a map of the U.S. to develop separate transparencies for Part A and Part C projects as overlays to a map showing the 16 Multifunctional Resource Center (MRC) regions. These displays were provided in 4' x 3' charts. In addition, an 18" x 24" map of MRC regions was provided for duplication and dissemination by OBEMLA, and also an 8-1/2" x 11" version was submitted for use as a handout. The data file for the 18" x 24" map was provided to OBEMLA for use in developing the multiple copies of this display.

Products

Graphic Display in five parts	Submitted Nov. 8, 1993

TASK ORDER D090: Graphic Display of the Nation's Limited English Proficient Population

Purpose of the Task Order

The purpose of this task order was to produce graphic displays for general use within the Department of Education, the Title VII network and with other audiences needing information on Title VII.

Activities

The activities involved development of display charts on LEP student and Title VII populations based on the FY92 application database. Four large (4' x 3') charts were developed under this Task Order: (1) Students and Funding for Title VII Part A Programs (three color-coded maps showing number of students, total obligated amount, and total obligated amount per LEP student by state); (2) Students/Participants and Funding for Title VII Part A and Part C Programs (four bar graphs, color-coded to show the number of students/participants served, and the total obligated funds for individual Title VII programs); (3) Numbers of Projects by Grade Range: Title VII Part A Programs (bar-graphs showing grade ranges served by individual Part A programs); and (4) Language Groups Served by Title VII Programs (bar-graphs and pie chart to show language groups served by Title VII overall and within individual programs. Also submitted were 8-1/2" by 11" handout masters for each display

Products

Four Graphic Displays	Submitted Nov. 15, 1993

Year Two Task Orders

TASK ORDER D100: An Analysis of Language Minority and Limited English-Proficient Students from NELS:88 Second Follow-Up Studies

Purpose of the Task Order

The purpose of this task order was to continue analytic work begun in Task Order D060 on the characteristics of language minority and LEP students within the NELS:88 database. Using the operational definitions developed through that Task Order, this task order uses the NELS:88 base year, first follow-up and second follow-up data to examine characteristics of eighth, tenth, and twelfth graders, drop-outs, and "ineligibles" identified as language minority and limited English proficient. To the extent that the sample allows, key research issues will be examined utilizing these data, including data on language proficiency, academic course loads, achievement, teacher expectations, and student aspirations among other variables.

Activities

Activities on this task order began with a meeting on May 3, 1994 of SIAC staff with the Project Officer and the OBEMLA Acting Director of Research. Based on the discussions in that meeting regarding the scope and plan for the task order report, a draft analytic plan was developed and forwarded to OBEMLA for review and comment on May 18th. At this point, it was expected that the NELS:88 data needed to carry out the analyses would be available in mid-July; although this represented a delay in the work schedule, SIAC staff felt that it would still be possible to complete the analyses and the report by the required due date in October. However, subsequent further revisions of the release date for the needed NELS data were made; when the projected date for release was announced as mid-August 1994, it became necessary to request a no-cost extension on this task order until such time as all the data required for the work are available. A letter requesting such an extension was sent to Contracts on August 9, 1994. In this letter, it was also requested that the due date for the Task Order be revised to that date which is four months following the date of receipt of the data by the SIAC. As of the end of Year Two, we are awaiting word on this request; all work on this Task Order is on hold until the data are received and the Task Order submission date approved.

Products

Task Order D100 Report	To be submitted in Year 3

TASK ORDER D110: Focus Group on School District Master Plans for Improving Services to Limited English-Proficient (LEP) Students

Purpose of the Task Order

The purpose of this task order was to examine the components and nature of a sample of district-wide master plans developed by LEAs that serve LEP students. The discussions in the focus group were to concern the procedures used by LEAs to develop master plans, the components of the master plans, and the relationship of the master plans to overarching state and school reform efforts, especially those related to effectively serving LEP students. The summary of the focus group discussions was expected to inform recommendations regarding strategic planning that incorporates LEP students.

Activities

Upon receipt of the task order, a meeting was scheduled with the OBEMLA Project Officer and the Acting Director of Research to discuss the nature and focus of the focus group meeting. In this meeting, the SIAC staff was requested to contact Multifunctional Resource Center (MRC) directors for suggestions of participants; in addition, the Acting Director of Research provided the names of persons to contact.

Following this meeting, SIAC staff contacted MRC directors to ask for their recommendations of districts to invite; in addition, the specific suggestions offered by OBEMLA were also followed up. In each case, as much information as possible was obtained regarding the districts being recommended, including district size, size and nature of LEP population, nature of district master plans and length of time implementing these, and special characteristics of note in the plans, etc. The individual districts were then contacted, the original information was confirmed, and further information was obtained from the districts regarding the development, implementation and experience of the district in working with strategic plans, and the role of LEP students within the plans.

A draft agenda and a listing of possible participants was submitted to OBEMLA for review, outlining a plan to identify and select participants who best represented a range of characteristics in terms of the size of the district, the number of LEP students served, the status of the district's implementation of a master plan, and geographic location. This plan for inviting district superintendents was approved by OBEMLA, and priorities and procedures were identified for making the calls to districts so that a range of participants would be obtained as planned. A list of ten district superintendents who expected to be available on the meeting dates was developed. This list was reviewed and approved by OBEMLA; all proposed participants were invited and acceptances received. The participants were asked to provide copies of any master planning documents produced by their district. These documents were received prior to the meeting and SIAC staff reviewed and summarized these. The summaries were provided to all participants as part of the background materials to be reviewed prior to the meeting.

With the exception of one participant substitution due to a last-minute schedule conflict, the meeting was held as planned on August 3-4, 1994. The discussions on the two days focused on specific questions and issues within four main topic areas: the components of master plans, the development of master plans, the implementation of plans, and the assessment of outcomes. All proceedings were taped and transcribed. Each participant provided specific recommendations with regard to the questions within each of the four topic areas.

A report on the focus group meeting is being prepared and will be submitted in early September.

Products

Task Order Report on Master Planning	Submitted Sept. 7, 1994

TASK ORDER D120: Literature Review and Synthesis Report on Institutional Change and Its Implications for Schools Serving LEP Students

Purpose of the Task Order

The purpose of this task order is to summarize and integrate key findings related to educational reform processes, especially those that affect LEP students. The review is to provide a summary of research findings, methodologies, and principles that can be used to guide the study of institutional change processes. In summarizing these findings, the review

should develop a research framework that includes key components and variables that are expected to be useful in benchmarking and tracking institutional change.

Activities

The first activity under this task order has been to identify references to be included within the review. Input from OBEMLA, and bibliographic searches using ERIC and other resources have been utilized to develop an initial set of references for the review. The first focus in this effort has been to identify (1) references related to change and reform that include reference to LEP students, and (2) key references in the literature on change that identify major issues or findings which do not necessarily incorporate reference to LEP students.

As of the end of Year Two, the review process is ongoing, with the goal of developing a draft report for review in early November. Following the submission of the draft report, a focus group of researchers will be convened to discuss the findings and recommendations of the draft report, and to further make specific recommendations regarding the design of a benchmark study on the implementation of change within schools and districts serving LEP students. Both input from OBEMLA's review of the draft report and input from the focus group participants will be used in making revisions to the draft. The final report is scheduled to be submitted in early 1995.

Products

Literature Review on Institutional Change	To be Submitted Jan. 4, 1995

TASK ORDER D130: Focus Group on Research Designs for Measuring Institutional Change Affecting the Education of Limited English-Proficient (LEP) Students

Purpose of the Task Order

The purpose of this task order is to obtain guidance on options for the design of a study to benchmark and track the impact of school reforms as they affect language minority and LEP student populations.

Activities

This task order has been exercised as a Year Two Task Order to begin early in Year Three of the SIAC Contract. The Task Order will be carried out October 24, 1994 to January 24, 1995.

Products

Focus Group Report on Measuring Institutional Change	Due Jan. 4, 1995

TASK ORDER D140: Tabular Information on the Limited English Proficient Student Population for a Pocket Digest of Education Statistics, 1994

Purpose of the Task Order

The purpose of this task order is to develop tables of key statistics for inclusion within a "Pocket Digest" on LEP student data, modeled in format, layout, and page size on the annual NCES pocket version of its Digest of Education Statistics.

Activities

The SIAC has received this task order, which is planned to be conducted February 22, 1995 to April 22, 1994 in Year Three of the SIAC. Due to some need for clarification regarding the content of the Pocket Digest, the task order statement of work requires finalization.

Products

Pocket Digest Tables and Statistics	Due April 22, 1995

TASK ORDER D150: Secondary Analysis of "Prospects" Study Regarding Services to Language Minority and Limited English-Proficient Students

Purpose of the Task Order

The purpose of this task order is to review data from the Congressionally mandated, national longitudinal study on the impact of Chapter One, the "Prospects" study. The data will be reanalyzed and summarized with special focus on providing a comprehensive description of the nature of services provided to language minority LEP students. To the extent possible, the report will also compare characteristics of services provided to language minority LEP students with the general findings regarding services provided to students.

Activities

This task order has been exercised as a Year Two Task Order to be conducted in Year Three of the SIAC from January 23, 1995 to July 24, 1995.

Products

Task Order Report on Services to LEP Students	Due July 24, 1995

TASK ORDER D160: The Certification of Education Personnel Responsible for Limited English-Proficient Students

Purpose of the Task Order

The purpose of this task order is to update the status of certification requirements across the country, and to analyze issues related to meeting the challenge nationwide of developing personnel who are prepared to assist LEP students in meeting high academic standards.

Activities

This is a Year Two Task Order that will be carried out in Year Three from February 22, 1995 to August 22, 1995. Upon receipt of the Task Order Memorandum, the SIAC requested clarification regarding the survey to be conducted and whether the nature of the survey was such that OMB forms clearance should be obtained. If so, a different schedule for the task order would be necessary. These points are being reviewed; the final work statement and schedule for this task order therefore require finalization.

Products

Task Order Report on Certification	Due August 22, 1995

TASK ORDER D170: Comments on Technical Aspects of a Draft Statement for the Design and Implementation of a National Benchmark Study

Purpose of the Task Order

The purpose of this task order is to gather recommendations and comments for refining the design and implementation of the national benchmark study by conducting a focus group meeting.

Activities

The is a Year Two task order that will be carried out by the SIAC in Year Three from November 21, 1994 to February 20, 1994.

Products

Task Order Report	Due Feb. 13, 1995

TASK ORDER D180: Graphic Display of the Nation's Limited English Proficient Student Population

Purpose of the Task Order

The purpose of this task order is to create graphic displays and fact sheets that dispaly the data available on the nation's LEP population or Title VII programs.

Activities

This is a Year Two task order that will be carried out by the SIAC in Year Three from May 12, 1995 to July 12, 1995.

Products

Five Graphic Displays	Due July 12, 1995

III. CONCLUSIONS

Over the past year, activities carried out by the Special Issues Analysis Center have assisted OBEMLA by providing information (1) to support monitoring and management of existing Title VII programs and (2) to support planning and decision-making related to the proposed reauthorized programs. The pending reauthorization has increased the importance and relevance of several of the SIAC activities with regard to both of these areas of OBEMLA responsibility. SIAC activities that develop information on current and past patterns of funding have assisted OBEMLA in documenting the services provided through the Title VII funding. The Task 2 development of application data, updated project data, and Task 7 data reported by SEAs, provide information on students, participants, and language groups that describe the nature and scope of Title VII services. The Task 4 Short Turnaround Reports have provided the mechanism for using these data to prepare analyses and reports to OBEMLA promptly, and in the specific form needed.

Examination of the existing information system under Task 3 has continued to be a priority activity for the SIAC. For Year Three, we believe that the Task 3 effort will become even more important to OBEMLA since, in the next year, decisions will need to be made in structuring applications, data collection, and reporting for the newly authorized programs and the information systems to be developed using these data.

Similarly, we consider the Task 5 activities to be extremely important in relation to the development of plans and regulations for newly authorized programs. Task 5 activities support decisions about information to be obtained for accountability and evaluation purposes. Since these decisions have implications for the types of data to be included within the OBEMLA information system overall, we consider Task 5 activities to be very closely related to Task 3. For example, Task 3 planning for data entry and the structure of data files will be influenced by Task 5 decisions regarding the nature of data to be collected and the use of the different data elements.

We recommend for Year Three that, as part of its work in putting newly authorized programs into operation, OBEMLA place substantial focus on utilizing the Task 3 and Task 5 efforts under the SIAC for input and guidance. In particular, the SIAC can provide technical assistance to support OBEMLA's decision-making regarding data to be obtained in application forms and through regulations for the new programs. The SIAC is well-prepared, on the basis of systems reviews conducted thus far under Task 3 and Task 5, and on the basis of our experience in working with data for current programs (especially application data, SEA report data) to provide such technical assistance to OBEMLA. A careful and planful approach to decisions regarding data to be obtained and entered, and the form in which the data are to be provided by projects, will help ensure that that high-quality and consistent information is obtained. This in turn will contribute to an information management system that effectively serves OBEMLA in its role as an information resource on Title VII programs and services.

As part of the process of examining information systems, our review of current systems has led to the identification of certain steps that can be taken to improve information flow and the usefulness of existing data. We have provided specific recommendations to OBEMLA regarding steps that can be taken and the needs each would address. In addition, we plan to develop, with input from OBEMLA staff, project information resources for use by program managers and project officers. For example, we will be developing project lists and project profiles for FY94 projects.

The Task Order component of the SIAC contract has become a very effective mechanism for addressing needs identified by OBEMLA that require research and in-depth analyses. The current structure for exercising the Task Orders has in general worked well; however, it has been clear that the existing Task Order models have not sufficiently reflected the diversity of OBEMLA's needs. In some cases, we have negotiated agreements regarding the content of existing task order models. For example, in the case of one Year One task order (completed in Year Two) we agreed to revise the content of an existing task order. In working with Year Two Task Orders, we have negotiated a change order for a substantial shift in content in Model 1; also, we have worked with ED to negotiate and sign one new task order model. It will be useful to discuss further how we can work to ensure even smoother operation of this process, especially regarding the final specification of work to be carried out when a particular task order is being exercised.

Related to the discussion of task orders, we would like to suggest that ED consider building on the product of the Year One Task Order D010 Literature Review. Specifically, we believe that the Appendix B chronological listing and summary of federally supported studies related to LEP students was a very important contribution to the knowledge base on education of LEP students. Since the completion of the Model 1 Literature Review in August of 1993, however, other important federal studies relevant to LEP students have been completed. We suggest that ED consider updating this listing on a regular or ongoing basis in order to always have available as a reference document a current listing and summary of studies. (At specified points, the review and synthesis might also be updated as well). The update of the study listings, i.e., reviewing and creating summary entries that parallel the Task Order D010 Appendix B listings, could be carried out as a new Task Order model or as a Model 3 task order (depending on the number of studies to be reviewed). Alternatively, this type of task could become part of a core contract activity within the SIAC. Whichever approach were to be selected, the continuation of the listing effort would provide an important resource on federal research studies and findings related to LEP students.

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APPENDIX A

List of SIAC Deliverables

List of SIAC Deliverables to OBEMLA: Reports Submitted as of 9/30/94

(Page 1)

Task/ Task Order	Report Title	Date Delivered
T1	**Updated Baseline Management Plan: Year One**	**10-16-92**
T1	**Updated Baseline Management Plan: Year Two**	**10-15-93**
T2.2	**Summary of Nonfunded FY92 Part A and Part C Title VII Grant Applications (Draft)**	**09-15-93**
T2.2	**Summary of Nonfunded FY92 Part A and Part C Title VII Grant Applications (Final)**	**10-01-93**
	This report on FY92 nonfunded applicants provides data on proposed projects, students, number of schools, language groups to be served.	
T2.2	**Summary of Nonfunded FY93 Part A and Part C Title VII Grant Applications (Draft)**	**07-13-94**
T2.2	**Summary of Nonfunded FY93 part A and Part C Title VII Grant Applications (Final)**	**09-20-94**
	This report on FY93 nonfunded applicants provides data on proposed projects, students, number of schools, language groups to be served.	
T2.3	**Summary of Funded FY92 Part A and Part C Title VII Grant Applications (Draft)**	**08-12-93**
T2.3	**Summary of Funded FY92 Part A and Part C Title VII Grant Applications (Final)**	**11-30-93**
	This report on FY92 grantees provides data on projects, students, number of schools, language groups served, and funding.	
T2.3	**Summary of Funded FY93 Part A and Part C Title VII Grant Applications (Draft)**	**07-13-94**
T2.3	**Summary of Funded FY93 Part A and Part C Title VII Grant Applications (Final)**	**09-20-94**
	This report on FY93 grantees provides data on projects, students, number of schools, language groups served, and funding.	
T2.5	**Request For OMB Forms Clearance With Supporting Statement For: Verification of Title VII FY92 Funded Project Grant Applications (Draft)**	**12-28-92**
T2.5	**Request For OMB Forms Clearance With Supporting Statement For: Verification of Title VII FY92 Funded Project Grant Applications (Final)**	**01-15-93**

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 9/30/94

(Page 2)

Task/ Task Order	Report Title	Date Delivered
T2.5	**Request For OMB Forms Clearance With Supporting Statement For: Verification of Title VII FY92 Funded Project Grant Applications (Revised Final)**	03-04-93
	This document identifies and justifies items to be included in telephone interviews with FY92 Title VII project directors to update project data based on 1992-93 project year.	
T2.5	**Request For OMB Forms Clearance With Supporting Statement For: Verification of Title VII FY93 Funded Project Grant Applications (Draft)**	11-12-93
T2.5	**Request For OMB Forms Clearance With Supporting Statement For: Verification of Title VII FY93 Funded Project Grant Applications (Final)**	12-28-93
	This document identifies and justifies items to be included in telephone interviews with FY93 Title VII project directors to update project data based on 1993-94 project year.	
T2.5	**Draft Verification Report - Title VII Part A and Part C Projects: Students and Participants Served in 1992-1993 (Draft)**	12-20-93
T2.5	**Task 2.5 Verification Report - Title VII Part A and Part C Projects: Students and Participants Served in 1992-93 (Final)**	01-31-94
	This report provides updated data from telephone interviews with FY93 Title VII project directors on students, participants, schools, language groups served in the 1992-1993 project year.	
T3	**A Proposed OBEMLA Database Management System: Current Data Collection Practices and A Proposed System for Database Management and Reporting**	09-14-93
	This report presents results of interviews with OBEMLA staff and review of OBEMLA information systems; it identifies areas of need and makes recommendations regarding the design of a database and information management systems.	

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 9/30/94

(Page 3)

Task/ Task Order	Report Title	Date Delivered
T3	**Report Memorandum: Review of Database Systems Outside of OBEMLA** As a follow-up to the earlier report, this report summarizes the results of interviews with other agencies within the Department of Education and organizations outside of the Department regarding the nature and structure of the database systems used. Implications for the design of a system for OBEMLA are discussed.	02-01-94
T3	**OBEMLA Information Needs for Grant Programs: Report #1: Recommendations for the Near Future** The first of a series of three reports providing specific recommendations, this report focuses on improvements to the OBEMLA information management system which can be implemented quickly.	07-07-94
T3	**OBEMLA Information Needs for Grant Programs: Report #2: Recommendations for the Intermediate Future**	09-09-94
T3	**Development of an OBEMLA Database Management System**	09-02-94
T3	**Issue Paper: The Roles of OBEMLA Staff and Technical Assistance Contractor in Developing, Maintaining, and Using Information Resources**	08-31-94
T3	**Summary Report on Year Two Activities: Development of an OBEMLA Database Management System**	09-27-94
T4	**Short Turnaround Reports**	
	STR 1 Overview of FY91 Part A and Part C Title VII Grant Applications	04-08-93
	STR 2 FY92 Title VII Grants in California	04-08-93
	STR 3 Title VII Projects Within MRC #13 Region	04-29-93
	STR 4 Overview of FY91 Part A and Part C Title VII Grant Applications (Supersedes STR 1)	06-04-93
	STR 5 Number of LEP Students Receiving Instruction in their Native Language	06-30-93

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 9/30/94

(Page 4)

Task/ Task Order	Report Title	Date Delivered
	STR 6 Number of Districts and Students Eligible for the Emergency Immigrant Education Program Under Various Eligibility Assumptions	07-01-93
	STR 7 LEP Student Enrollment for 1991-92 by State and Grade Level	05-19-93
	STR 8 Overview of 1992 Part A and Part C Title VII Grant Applications	07-22-93
	STR 9 1992 Title VII Funds for Private Schools and Private Grantees	07-22-93
	STR 10 Summary Description of FY92 Title VII, Part A Grants	07-30-93
	STR 11 Language Groups of Students Served by 1992 Title VII, Part A Projects	08-11-93
	STR 12 FY92 Transitional Bilingual Education Program: Projects and Students	08-20-93
	STR 13 Characteristics of FY92 Title VII Grants: Program, Funding, Participant, and Language	08-23-93
	STR 14 1992 Title VII Funds for Private Schools and Private Grantees (Supersedes STR 9)	08-30-93
	STR 15 1992 Title VII, Part A Projects Serving Native American Students	09-08-93
	STR 16 Overview of FY92 Part A and Part C Title VII Grant Applications (Supersedes STR 8)	09-29-93
	STR 17 Review of FY69-90 Title VII Database	09-29-93
	STR 18 FY92 Title VII Part A Programs Serving Specific Language Groups	10-26-93
	STR 19 Estimates of LEP Students Served by Grade	10-27-93
	STR 20 Individual Listing by State of Title VII Part A and Part C Projects	12-06-93
	STR 21 LEP Student Enrollment and Participation in Title VII Part A Programs by State	12-14-93
	STR 22 Total Obligated Funds by Program and State: FY92 Title VII Programs	12-15-93
	STR 23 Students, Participants and Most Common Languages: FY92 Title VII Programs	01-11-94
	STR 24 Title VII Services to Native American Students: FY92 Title VII Part A Programs	01-14-94
	STR 25 Number of Projects Serving Specific Grade Ranges: FY92 Title VII Part A Programs	01-24-94
	STR 26 Low Income Students Served: FY92 Title VII Part A Programs	02-01-94
	STR 27 Projections of the Numbers of Students and Participants Served: FY92 Title VII Part A and Part C Programs	02-07-94
	STR 28 FY92 Total Obligated Amount Per Student for Title VII Part A Programs	02-10-94
	STR 29 Overview of Obligated Funding: FY93 Title VII Part A and Part C Programs (Final)	02-10-94
	STR 30 LEP Students Served by Regular and Special Priority Programs: FY92 Title VII Part A Programs	03-16-94
	STR 31 Listing of Projects in the District of Columbia, Virginia, and Maryland: FY93 Title VII Part A Programs	04-28-94
	STR 32 Overview of FY93 Title VII Part A and Part C Grant Applications	05-10-94
	STR 33 Degrees Sought and Working Status of Fellows: FY92 Title VII Fellowship Program (Final)	06-02-94

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 9/30/94

(Page 5)

Task/ Task Order	Report Title	Date Delivered
	STR 34 The Size of School Districts Receiving Funding Under Title VII: FY92 Title VII Part A Programs	05-31-94
	STR 35 FY93 Title VII Fellowship Program: Locations of Projects With Specific Area of Specialization	06-20-94
	STR 36 Place of Birth and Length of Residence of LEP Students by Title VII Status	07-19-94
	STR 37 FY92 Title VII TBE, DBE and SAIP Projects by State and Program Type	08-09-94
	STR 38 FY93 Title VII TBE, DBE and SAIP Projects by State and Program Type	08-09-94
	STR 39 Number of Projects and Funding Amount by State and Program Type: FY93 Title VII Part A and Part C Programs	08-15-94
	STR 40 Figures Showing the Place of Birth and Length of Residence of LEP Students by Title VII Status	08-25-94
	STR 41 FY93 Title VII Listings: State Education Agency (SEA) Grantees and Part A Projects by State and Program Type	08-29-94
T5	Request For OMB Forms Clearance With Supporting Statement For: Special Alternative Instructional Program Accountability and Evaluation System (SAIP-AES) (Draft)	09-30-93
	This document provides a design for a system that includes collection of data on project students, language groups, and project activities carried out in each year of a SAIP grant. It provides draft forms for use in obtaining these data and recommendations regarding the nature of evaluation reports to be provided by grantees. Product includes the accountability and evaluation system design and draft OMB Forms Clearance Package.	
T5	Request For OMB Forms Clearance With Supporting Statement For: Educational Personnel Training Program Accountability and Evaluation System (EPTP-ACCES) (Draft)	10-06-93
	This document provides a design for a system that includes collection of data on project participants and project activities carried out in each year of a SAIP grant. It also provides draft forms for use in obtaining these data and recommendations regarding the nature of evaluation reports to be provided by grantees. The product includes the accountability and evaluation system design and draft OMB Forms Clearance Package.	

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 9/30/94
(Page 6)

Task/ Task Order	Report Title	Date Delivered
T6	**Draft Annual Report: Year One**	**09-02-93**
T6	**Annual Report: Year One**	**09-30-93**
	This is an overview of the SIAC FY92 Activities. Volume I provides a summary of activities and recommendations for Year 2 based on Year One experience in carrying out SIAC tasks and Task Orders. Remaining volumes provide copies of Year 1 completed reports. The following are the full set of volumes for the Annual Report:	
	Volume I: Overview of FY92 Activities	
	Volume II: Short Turnaround Reports	
	Volume III: SEA Annual Summary Report (Draft SAIP/EPTP Accountability System)	
	Volume IV: Task Order 1: Literature Review	
	Volume V: Active Learning Instructional Models for Limited English Proficient (LEP) Students	
T6	**Year Two: Draft Annual Report**	**09-02-94**
T6	**Year Two: Annual Report**	**09-30-94**
	Volume I: Overview of FY93 Activities	
	Volume II: Short Turnaround Reports	
	Volume III: SEA Annual Survey Report	
	Volume IV: Task Orders Three, Four, and Six	
	Volume V: Task Order Five	
	Volume VI: Task Orders Seven, Eight, and Nine	
	Volume VII: Task Order Eleven	
T7	**Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1991-1992 (Draft)**	**06-09-93**

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 9/30/94

(Page 7)

Task/ Task Order	Report Title	Date Delivered
T7	**Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1991-1992 (Final)**	08-19-93
	This report describes the results of the SEA Survey of States' Limited English Proficient Persons and Available Services for 1991-1992. The tables show state-by-state descriptions relating to students and services.	
T7	**Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1992-93 (Draft)**	08-19-94
T7	**Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1992-93 (Draft)**	09-21-94
	This report describes the results of the SEA Survey of States' Limited English Proficient Persons and Available Services for 1992-1993. The tables show state-by-state descriptions relating to students and services.	
T9	**Proposal for Task 9 Model 8 Task Order: Professional Development Video and Materials (Final)**	09-23-94
TO 1	**Literature Review, Analysis and Report on Title VII and Other Federally Funded Studies FY 1980-1991 Subtask 1: Study Listing Report**	04-05-93
TO 1	**Literature Review of Federally Funded Studies Related to LEP Students - Draft Analytic Report**	05-10-93
TO 1	**Literature Review of Federally Funded Studies Related to LEP Students - Final Analytic Report**	08-23-93
	This task order provided a review of all Federally funded studies carried out from 1980-1993 that were related to limited English proficient students. A total of 106 reports/studies are listed and briefly described in the listing report; these listings were further expanded and revised and were included as an appendix to the analytic report. The analytic report presents findings related to LEP students organized in terms of student-, teacher-, instruction-, and administration-related findings; a last chapter offers a final summary and recommendations regarding future research related to the instruction of LEP students.	

List of SIAC Deliverables to OBEMLA: Reports Submitted as of 9/30/94

(Page 8)

Task/ Task Order	Report Title	Date Delivered
TO 2	**Focus Group Report: Active Learning Instructional Models for Limited English Proficient (LEP) Students** This task order was designed to develop information and recommendations on "active learning" instructional models for LEP students. The topic stemmed from Ramirez et al's study that identified the lack of opportunities for LEP students to be involved within active language learning environments. A meeting of researchers was held on June 15-16, 1993. The Focus Group report is in two volumes. Volume I provides a summary of the meeting and of the findings developed out of the discussions and recommendations of the researchers. Volume II provides a transcript of the meeting.	07-15-93
TO 3	**A Review and Analysis of Estimates of the LEP Student Population** The focus of this task order report was a review of the various estimates of LEP students, an examination of the sources of these estimates, and a review of the methodologies used to obtain the estimates. The report compares the different estimates that have been presented since 1975 and compares and discusses the differences observed.	12-01-93
TO 4	**Task Order D040 Report: Manual for Teachers and Summary of Panel Meeting** An application developed out of the discussions in the Focus Group on Active Learning (Model 6, TO 2 above) that targets elementary and middle school mainstream teachers. This is a brief booklet entitled: "How Can I Work With the English Language Learners in My Classroom?". (A presentation of the content and format of this booklet was given as part of the OBEMLA institute at NABE 1994; attendance was approximately 70 persons and indicated keen interest in having such an information tool for use with regular classroom teachers.)	12-08-93

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 9/30/94

(Page 9)

Task/ Task Order	Report Title	Date Delivered
TO 5	**Biennial Report to Congress of the Emergency Immigrant Education Act (EIEA)** **Report on the Status of the Emergency Immigrant Education Act (EIEA) Program** These two reports together comprised a report on the EIEA program. The core report to Congress focusses on students served, allocation of funds and type of activities funded. An expanded version (the second report) reviews additional data on students served, funding, program history, and discusses findings related to effective program practices.	11-15-93
TO 6	**Characteristics of Secondary-School-Age Language Minority and Limited English Proficient Youth: Final Analytic Report** This task order developed the design and initial analyses on LEP students included within the 1988 and 1990 data collection within NCES' National Longitudinal Study (NELS:88). The goal of this report is to develop operational definitions of LM-LEP students given the data available and to carry out initial analyses of the data using these definitions to define categories of students.	12-15-93
TO 7	**An Examination of Assessment of Limited English Proficient Students** This task report examined various instruments used to assess LEP students' level of English language proficiency and to assess academic achievement. The nature and types of skills assessed in each instrument were outlined, and current issues in assessment related to LEP students were presented. Recommendations regarding the assessment of LEP students are presented.	03-28-94

List of SIAC Deliverables to OBEMLA:
Reports Submitted as of 9/30/94

(Page 10)

Task/ Task Order	Report Title	Date Delivered
TO 8	**Graphic Display in 5 parts:** This task order developed graphic displays to outline the various regions served by the MRCs, and to show via use of transparencies the location of the FY92 funded projects, with separate transparencies for Part A and Part C projects. The graphics produced were: (1) 4" x 3" Color Base Map of the 16 Multifunctional Resource Centers (2) 4" x 3" Overlay of the Location of Part A Programs (highlighting Academic Excellence projects) (3) 4" x 3" Overlay of the Location of Part C Programs (highlighting Education Personnel Training projects) (4) 18" x 24" Laminated Color Base Map (5) 8 1/2" x 11" Laminated Color Base Map	11-08-93
TO 9	**Graphic Display in 2 parts:** This task order developed four large displays indicating LEP student concentrations and Title VII funding. The graphics produced were: (1) Four 4" x 3" display: Students and Funding for Title VII Part A and Part C Programs (2) 8 1/2" x 11" handouts: Students/Participants and Funding for Title VII Part A and Part C Programs	11-15-93
TO 11	**School District Master Plans for Improving Services to Limited English Proficient (LEP) Students** Volume I: Findings Volume II: Transcript of the Meeting	09-06-94

APPENDIX B

List of SIAC Databases

List of SIAC Databases:
Databases Submitted to OBEMLA as of 9/30/94

(Page 1)

Task/ Task Order	Database Title	Date Delivered
T2.4/T8	**FY92 Title VII Grant Application Modified GCMS Project Data File (DA92ALL.DBF) (Draft)**	07-15-93
	FY92 Title VII Grant Application Modified GCMS School Data File (DA92SCH.DBF) (Draft)	07-15-93
T2.4/T8	**FY92 Title VII Grant Application Project Data File (APP92PRJ.DBF) and File Documentation**	09-29-93
	FY92 Title VII Grant Application School Data File (APP92SCH.DBF) and File Documentation	09-29-93
T2.4/T8	**FY93 Title VII Grant Application Project Data File (PROJ9302) and File Documentation**	09-29-94
T2.4/T8	**FY93 Title VII Grant Application School Data File (STUD9302) and File Documentation**	09-29-94
	Database developed from data submitted in Title VII grant applications merged with GCMS data. There are two databases: a project summary database, and a school-level file that includes all data on individual schools provided as part of TBE, DBE, SAIP, and SP applications.	
T2.5	**Title VII Grant Verification Data File (VERIFY92.DBF) and File Documentation**	01-31-94
	Database of data collected in project update interviews carried out in summer/fall 1993 with all funded Title VII project directors, including Part A and Part C. Provides more accurate data on students and activities participants and on projects carried out in the 1992-1993 project year.	
T7	**FY92 Title VII State Education Agency Annual Report Data**	08-19-93
	A database developed from SEA Program participants' Annual Survey Reports, this database provides states' LEP student counts and data on LEP students receiving various educational services during the 1991-92 school year.	
TO5	**Emergency Immigrant Education Act Program Database 1993**	03-21-94
	This database was developed from annual reports submitted by SEA recipients of EIEA Program funds; analyses of these data are presented in the TO5 Report (above).	

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SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year Two
(Volume II)

Short Turnaround Reports

Submitted by:
Special Issues Analysis Center

Development Associates, Inc.
1730 North Lynn Street
Arlington, VA 22209

Westat, Inc.
1650 Research Blvd.
Rockville, MD 20850-3129

September 30, 1994

FL022552

This report was prepared for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, under Contract No. T292001001, Task No. 4 The opinions, conclusions, and recommendations expressed herein do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department of Education should be inferred.

SIAC
Special Issues Analysis Center

Specific Language Groups Served by FY92 Title VII Part A Programs

Short Turnaround Report, No. 18
(Final)

Prepared by:

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(Contract # T292001001)

Submitted:

February 1, 1994

Notes: Table 1

Table 1 presents the number of projects in Title VII Part A programs serving specific language groups. The languages are listed from most frequent to least frequent, based on the total number of projects serving each language across all Part A programs. As shown in the table, the Spanish language group was served by the largest number of projects in all Part A programs.

FY92 Title VII Part A Programs Serving Specific Language Groups

This report provides data on FY92 Title VII Part A projects serving LEP students of specific language groups. The Academic Excellence Program and the Family English Literacy Program are not included in this report since they do not directly serve LEP students.

TABLE 1

Number of Title VII Projects Serving Specific Language Groups: FY92 Title VII Part A Programs*

(Source: Title VII Applications)

	Part A Program**								
Language	**TBE**	**TBE(R)**	**DBE**	**DBE(M)**	**SAIP**	**SAIP(M)**	**SAIP(R)**	**SP**	**Total**
Total Projects	**531**	**49**	**42**	**2**	**279**	**2**	**28**	**47**	**980**
Projects Providing Data	**497**	**47**	**40**	**1**	**261**	**1**	**28**	**44**	**919**
Spanish	352	40	38	1	193	1	20	33	678
Vietnamese	71	8	0	0	118	1	17	9	224
Chinese	54	4	2	0	108	1	10	9	188
Korean	23	3	1	0	103	0	10	6	146
Thai	39	3	0	0	77	0	9	5	133
Tagalog	26	2	0	0	81	1	10	1	121
Arabic	14	3	0	0	76	1	11	2	107
Russian	17	3	0	0	69	0	8	6	103
Cambodian	30	3	0	0	50	0	9	6	98
Hindi	10	1	0	0	67	0	9	2	89
Japanese	7	1	0	0	65	1	9	4	87
Persian	12	1	0	0	51	1	10	4	79
Portuguese	13	1	1	0	45	0	6	1	67
Polish	7	1	0	0	49	0	5	3	65

continued

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* Academic Excellence Program and Family English Literacy Program are not included since they do not directly serve students.

** TBE=Transitional Bilingual Education Program; TBE(R)=Transitional Bilingual Education Program (Recent Arrivals Priority); DBE=Developmental Bilingual Education Program; DBE(M)=Developmental Bilingual Education Program (Magnet School Priority); SAIP=Special Alternative Instructional Program; SAIP(M)=Special Alternative Instructional Program (Magnet School Priority); SAIP(R)=Special Alternative Instructional Program (Recent Arrivals Priority); SP=Special Populations Program.

TABLE 1

(Continued)

Language	Part A Program								Total
	TBE	TBE(R)	DBE	DBE(M)	SAIP	SAIP(M)	SAIP(R)	SP	
French Creole	26	3	0	0	28	0	0	3	60
French	10	1	0	0	39	1	4	0	55
Hmong	27	0	0	0	22	0	1	3	53
Mandarin	4	0	0	0	40	0	7	0	51
Rumanian	6	0	0	0	35	0	8	1	50
Italian	5	0	0	0	40	0	2	1	48
Cherokee	24	0	0	0	13	0	1	3	41
Greek	4	1	0	0	26	0	5	1	37
Gujarathi	3	1	0	0	27	0	4	1	36
Navaho	23	0	0	0	13	0	0	0	36
Panjabi	1	0	0	0	28	0	6	0	35
Hebrew	3	0	0	0	21	0	7	1	32
Amharic	5	1	0	0	22	0	2	2	32
German	4	0	0	0	22	0	4	0	30
Hungarian	2	0	0	0	20	0	5	0	27
Dakota	15	0	0	0	7	0	1	0	23
Armenian	1	0	0	0	17	0	4	0	22
Bengali	2	2	0	0	14	0	4	0	22
Serbo-Croatian	3	0	0	0	18	0	0	0	21
American Indian	7	0	0	0	11	0	0	2	20
Turkish	1	0	0	0	17	0	1	0	19
Ilocano	5	0	0	0	12	0	2	0	19
Pashto	2	0	0	0	11	0	3	1	17
Choctaw	7	0	0	0	8	0	1	1	17

continued

TABLE 1

(Continued)

Language	TBE	TBE(R)	DBE	DBE(M)	SAIP	SAIP(M)	SAIP(R)	SP	Total
	Part A Program								
Czech	1	0	0	0	12	0	3	0	16
Indonesian	2	0	0	0	11	0	3	0	16
Samoan	4	0	0	0	8	0	3	1	16
Miao-Yao	6	0	0	0	6	0	2	1	15
Muskogee	7	0	0	0	6	0	1	1	15
Formosan	0	0	0	0	11	0	3	1	15
Kru	3	1	0	0	9	1	1	0	15
Ukranian	1	0	0	0	10	0	1	1	13
Albanian	1	0	0	0	9	0	1	0	11
Bulgarian	1	0	0	0	8	0	2	0	11
Tongan	4	0	0	0	6	0	1	0	11
Malay	0	1	0	0	8	0	1	0	10
Burmese	2	0	0	0	8	0	0	0	10
Syriac	1	0	0	0	9	0	0	0	10
Swedish	1	0	0	0	8	0	1	0	10
Malayalam	1	0	0	0	7	0	1	0	9
Dutch	0	0	0	0	9	0	0	0	9
Salish	4	0	0	0	4	0	0	0	8
Tiwa	6	0	0	0	1	0	0	1	8
Blackfoot	4	0	0	0	3	0	0	1	8
Serbian	0	0	0	0	8	0	0	0	8
Shoshoni	1	0	0	0	5	0	0	1	7
Cushit	2	0	0	0	2	0	2	1	7
Swahili	2	0	0	0	4	0	1	0	7

continued

TABLE 1

(Continued)

Language	TBE	TBE(R)	DBE	DBE(M)	SAIP	SAIP(M)	SAIP(R)	SP	Total
	Part A Program								
Danish	0	0	0	0	6	0	1	0	7
Bisayan	1	0	0	0	5	0	1	0	7
Arapaho	1	0	0	0	4	0	0	1	6
Croatian	0	0	0	0	5	0	1	0	6
Cree	2	0	0	0	4	0	0	0	6
Shawnee	1	0	0	0	5	0	0	0	6
Sonoran	0	0	0	0	4	0	1	1	6
Jamaican Creole	0	0	0	0	5	0	1	0	6
Bantu	1	0	0	0	3	0	1	0	5
Atsina	3	0	0	0	2	0	0	0	5
Apache	1	0	0	0	4	0	0	0	5
Cheyenne	2	0	0	0	3		0	0	5
Nepali	1	0	0	0	4		0	0	5
Ojibwa	1	0	0	0	4	0	0	0	5
Kickapoo	1	0	0	0	2	0	0	1	4
Tamil	0	1	0	0	2	0	1	0	4
Osage	1	0	0	0	2	0	0	1	4
Finnish	1	0	0	0	3	0	0	0	4
Afrikaans	0	0	0	0	2	0	2	0	4
Telugu	0	0	0	0	2	0	2	0	4
Northern Paiute	0	0	0	0	3	0	0	0	3
Arikara	3	0	0	0	0	0	0	0	3
Mayan Languages	0	0	0	0	2	0	0	1	3
Macedonian	1	0	0	0	2	0	0	0	3

continued

TABLE 1

(Continued)

Language	TBE	TBE(R)	DBE	DBE(M)	SAIP	SAIP(M)	SAIP(R)	SP	Total
	Part A Program								
Paiute	0	0	0	0	3	0	0	0	3
Mande	0	0	0	0	2	1	0	0	3
Chamorro	1	0	0	0	2	0	0	0	3
Ponca	1	0	0	0	1	0	1	0	3
Pima	2	0	0	0	1	0	0	0	3
Sebuano	1	0	0	0	2	0	0	0	3
Algonquian	1	0	0	0	1	0	1	0	3
Icelandic	1	0	0	0	2	0	0	0	3
Crow	1	0	0	0	2	0	0	0	3
Hidatsa	3	0	0	0	0	0	0	0	3
Fijian	0	0	0	0	2	0	1	0	3
African	1	0	0	0	2	0	0	0	3
Tewa	2	0	0	0	1	0	0	0	3
Slovak	0	0	0	0	3	0	0	0	3
Sinhalese	0	0	0	0	2	0	1	0	3
Kutenai	2	0	0	0	1	0	0	0	3
Zuni	1	0	0	0	0	0	0	1	2
Ute	0	0	0	0	2	0	0	0	2
Palau	1	0	0	0	1	0	0	0	2
Walapai	1	0	0	0	1	0	0	0	2
Winnebago	1	0	0	0	1	0	0	0	2
Yaqui	1	0	0	0	1	0	0	0	2
Pawnee	1	0	0	0	1	0	0	0	2
Slovene	0	0	0	0	2	0	0	0	2

continued

TABLE 1

(Continued)

Language	Part A Program TBE	TBE(R)	DBE	DBE(M)	SAIP	SAIP(M)	SAIP(R)	SP	Total
Sudanic	2	0	0	0	0	0	0	0	2
Sahaptian	1	0	0	0	1	0	0	0	2
Potawatomi	0	0	0	0	2	0	0	0	2
Sierra Miwok	0	0	0	0	2	0	0	0	2
Tligit	1	0	0	0	1	0	0	0	2
Sindhi	0	0	0	0	1	0	1	0	2
Comanche	0	0	0	0	1	0	1	0	2
Lettish	0	0	0	0	2	0	0	0	2
Kurdish	0	0	0	0	2	0	0	0	2
Mandan	2	0	0	0	0	0	0	0	2
Mohawk	0	0	0	0	2	0	0	0	2
Miami	0	0	0	0	2	0	0	0	2
Marshallese	0	0	0	0	0	0	1	1	2
Hopi	0	0	0	0	2	0	0	0	2
Efik	0	0	0	0	1	0	1	0	2
French Cree	2	0	0	0	0	0	0	0	2
Delaware	0	0	0	0	2	0	0	0	2
Keres	1	0	0	0	1	0	0	0	2
Kannada	0	0	0	0	2	0	0	0	2
Iroquois	1	0	0	0	1	0	0	0	2
Nez Perce	0	0	0	0	2	0	0	0	2
Norwegian	0	0	0	0	2	0	0	0	2
Hawaiian	1	0	0	0	0	0	0	0	1*
Omaha	1	0	0	0	0	0	0	0	1

continued

TABLE 1

(Continued)

Language	Part A Program								Total
	TBE	TBE(R)	DBE	DBE(M)	SAIP	SAIP(M)	SAIP(R)	SP	
Hakka	0	0	0	0	1	0	0	0	1
Havasupai	1	0	0	0	0	0	0	0	1
Aleut	0	0	0	0	1	0	0	0	1
Diegueno	0	0	0	0	1	0	0	0	1
Inupik	0	0	0	0	1	0	0	0	1
St. Lawrence Island Yupik	1	0	0	0	0	0	0	0	1
Spokane	0	0	0	0	1	0	0	0	1
Tachi	0	0	0	0	1	0	0	0	1
Oto-Manguen	0	0	0	0	0	0	0	1	1
Indo-Pacific Languages	0	0	0	0	0	0	1	0	1
Ainu	0	0	0	0	1	0	0	0	1
Fox	0	0	0	0	1	0	0	0	1
Fulani	0	0	0	0	1	0	0	0	1
Fushow	0	0	0	0	1	0	0	0	1
Yiddish	1	0	0	0	0	0	0	0	1
Okanogan	0	0	0	0	1	0	0	0	1
Yupik	0	0	0	0	1	0	0	0	1
Yuma	1	0	0	0	0	0	0	0	1
Tungus	0	0	0	0	1	0	0	0	1
Trukese	0	0	0	0	0	0	0	1	1
Towa	1	0	0	0	0	0	0	0	1
Haida	1	0	0	0	0	0	0	0	1
Achumawi	0	0	0	0	1	0	0	0	1
Eskimo	0	0	0	0	1	0	0	0	1

continued

TABLE 1

(Continued)

	Part A Program								
Language	TBE	TBE(R)	DBE	DBE(M)	SAIP	SAIP(M)	SAIP(R)	SP	Total
Gur	0	0	0	0	1	0	0	0	1
Arawakian	0	0	0	0	1	0	0	0	1
Mongolian	0	0	0	0	0	0	1	0	1
Quechua	0	0	0	0	0	0	0	1	1
Quapaw	0	0	0	0	1	0	0	0	1
Marquesan	0	0	0	0	1	0	0	0	1
Athapascan	0	0	0	0	1	0	0	0	1
Chumash	0	0	0	0	1	0	0	0	1
Marathi	0	0	0	0	0	0	1	0	1
Pomo	0	0	0	0	1	0	0	0	1
Polynesian	0	0	0	0	0	0	1	0	1
Mokilese	0	0	0	0	1	0	0	0	1
Chiricahua	0	0	0	0	1	0	0	0	1
Puget Sound Salish	0	0	0	0	1	0	0	0	1
Caddo	0	0	0	0	0	0	1	0	1
Chiwere	1	0	0	0	0	0	0	0	1
San Carlos	0	0	0	0	1	0	0	0	1
Cayuga	0	0	0	0	1	0	0	0	1
Kurukh	1	0	0	0	0	0	0	0	1
Cajun	0	0	0	0	0	0	1	0	1
Kiowa	0	0	0	0	0	0	1	0	1
Jicarilla	0	0	0	0	1	0	0	0	1
Chasta Costa	0	0	0	0	1	0	0	0	1
Pangasinan	0	0	0	0	1	0	0	0	1

continued

TABLE 1

(Continued)

Language	Part A Program								Total
	TBE	TBE(R)	DBE	DBE(M)	SAIP	SAIP(M)	SAIP(R)	SP	
Patois	0	0	0	0	1	0	0	0	1
Saramacca	0	0	0	0	1	0	0	0	1
Sanskrit	0	0	0	0	1	0	0	0	1
Seneca	0	0	0	0	1	0	0	0	1
Lithuanian	0	0	0	0	1	0	0	0	1
Passamaquoddy	1	0	0	0	0	0	0	0	1
Cocomaricopa	0	0	0	0	1	0	0	0	1

Notes: Table 2

Table 2 presents the number of LEP students within the ten most common language groups served by Part A projects. The languages are listed according to the total number of LEP students served across all Part A programs. The Spanish language LEP students were the most commonly served. The other most common languages were five Asian languages (Vietnamese, Chinese, Cambodian, Hmong, and Thai), two Native American languages (Navaho and Cherokee), French Creole, and Russian.

TABLE 2

Number of LEP Students within Most Frequent Language Groups: FY92 Title VII Part A Programs*

(Source: Title VII Applications)

	Part A Program**								
Language	**TBE**	**TBE(R)**	**DBE**	**DBE(M)**	**SAIP**	**SAIP(M)**	**SAIP(R)**	**SP**	**Total**
Spanish	126,028	10,213	4,962	33	24,277	13	3,183	4,643	173,352
Vietnamese	5,749	785	0	0	4,425	43	1,681	1,254	13,937
Chinese	5,510	626	89	0	3,442	2	270	444	10,383
Cambodian	3,875	194	0	0	1,440	0	230	1,802	7,541
Hmong	4,433	0	0	0	1,740	0	6	57	6,236
Navaho	5,309	0	0	0	686	0	0	0	5,995
French Creole	3,425	443	0	0	1,331	0	0	390	5,589
Cherokee	3,549	0	0	0	1,285	0	10	117	4,961
Russian	1,375	1,267	0	0	1,453	0	170	441	4,706
Thai	1,771	191	0	0	1,520	0	73	1,030	4,585
Other Languages	17,073	866	308	0	24,644	12	3,809	2,796	49,508
Unspecified	7,112	163	87	0	7,568	0	1,566	193	16,689
Program Total	**185,209**	**14,748**	**5,446**	**33**	**73,811**	**70**	**10,998**	**13,167**	**303,482**

* The Academic Excellence Program and Family English Literacy Program are not included since they do not directly serve students.

** TBE=Transitional Bilingual Education Program; TBE(R)=Transitional Bilingual Education Program (Recent Arrivals Priority); DBE=Developmental Bilingual Education Program; DBE(M)=Developmental Bilingual Education Program (Magnet School Priority), SAIP=Special Alternative Instructional Program; SAIP(M)=Special Alternative Instructional Program (Magnet School Priority); SAIP(R)=Special Alternative Instructional Program (Recent Arrivals Priority); SP=Special Populations Program.

Notes: Figure 1

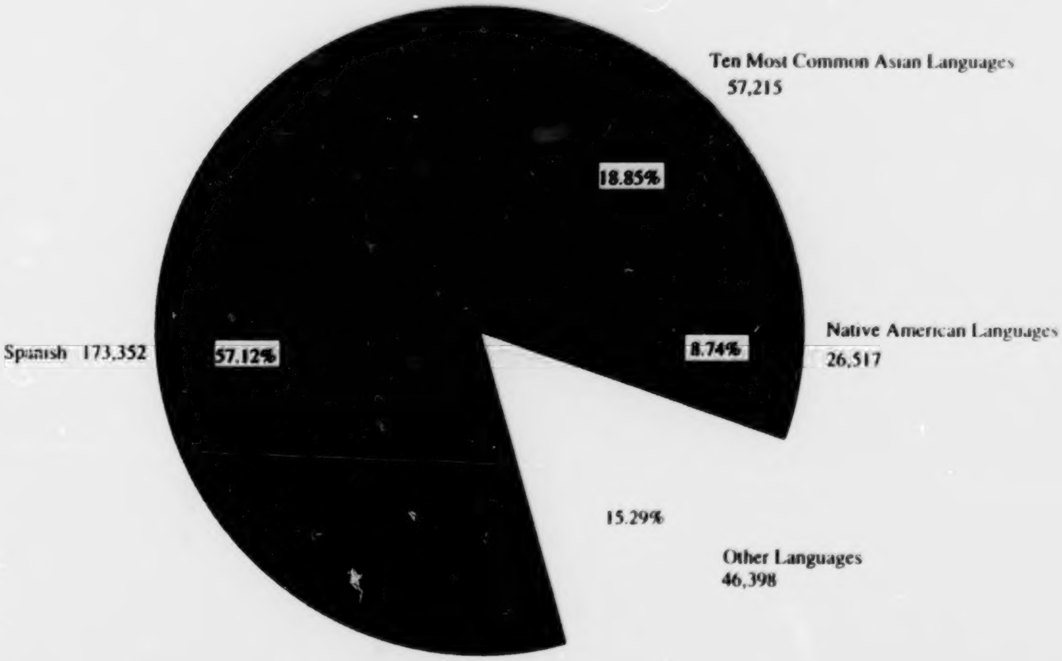
Figure 1 shows the distribution of LEP students served by Title VII projects within four language categories: Spanish, Ten Most Common Asian Languages, Native American Languages, and Other Languages. Of 303,482 LEP students, approximately 57 percent of the LEP students were of Spanish language background. The Asian Language group represented approximately 19 percent of the total LEP students, and the Native American language group represented roughly 9 percent of the total LEP students.

FIGURE 1

Number of LEP Students in Four Language Groups: *
FY92 Title VII Part A Programs

(Source: FY92 Title VII Applications)

(N = 303,482)



* The data in this figure are based on application data provided by 919 (94%) of the total 980 Part A projects. The ten most common Asian Languages include Vietnamese, Chinese/Cantonese, Cambodian, Hmong, Thai, Korean, Tagalog, Arabic, Hindi, and Farsi. Other languages also include languages which were unspecified in Title VII applications.

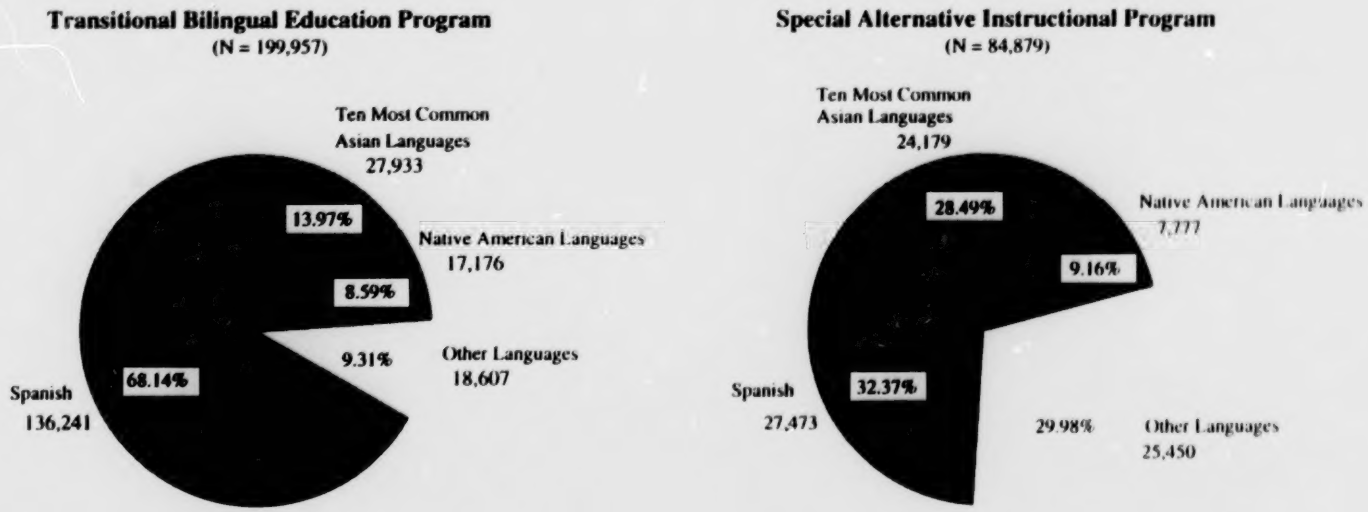
Notes: Figure 2

Figure 2 presents language distributions for the Transitional Bilingual Education (TBE) and Special Alternative Instructional programs (SAIP) (including their respective "Priority" programs). Spanish LEP students represented the largest percentage (68 percent) of the LEP students served in the TBE programs, followed by the Ten Most Common Asian Languages group (14 percent). For the SAIP programs, the Spanish language group represented the largest percentage (32 percent) of the LEP students, followed by the Other Languages group (30 percent).

FIGURE 2

Number of LEP Students within Four Language Groups Served by Specific Programs: * FY92 Title VII Part A Programs

(Source: FY92 Title VII Applications)



Transitional Bilingual Education Program
(N = 199,957)

Special Alternative Instructional Program
(N = 84,879)

* The data in these figures are based on application data from 544 (97%) of the total 560 Transitional Bilingual Education projects and 290 (94%) of the total 309 Special Alternative Instructional projects. The ten most common Asian Languages include Vietnamese, Chinese/Cantonese, Cambodian, Hmong, Thai, Korean, Tagalog, Arabic, Hindi, and Farsi. Other languages also include languages which were unspecified in Title VII applications.

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SIAC
Special Issues Analysis Center

Estimates of LEP Students Served by Grade

Short Turnaround Report, No. 19

Prepared by:

Development Associates, Inc.
1730 North Lynn Street
Arlington, Virginia 22209-2023
(703) 276-0677
(Contract # T292001001)

Submitted:

October 27, 1993

Estimates of LEP Students Served by Grade

This report is in response to a request for information about the number of LEP students in each grade level served by Title VII Part A programs. Data have not been collected to directly answer this question. In most cases, respondents are asked what grade levels they serve and how many LEP students they serve, but are not asked to provide a breakdown by grade level. Thus the data presented are based on estimates using some specific assumptions.

Notes: Table 1

Table 1 shows an estimate of the number of LEP students by grade served by Title VII Transitional Bilingual Education (TBE), Special Alternative Instructional (SAIP), and Developmental Bilingual Education (DBE) Programs in the 1991-92 school year. It is based on a sample of 184 grantees in that year.

The results in this table should be interpreted with some caution. They are weighted projections from a sample, and they assume that the same number of students were served at each grade level of a project if any students were served at that grade level. Thus, if a project reported serving 200 students in grades K-3, it was assumed that 50 students were served at each of those four grade levels. Using this assumption may have generated overestimates at the higher grade levels, because the higher grade levels tend to have fewer LEP students overall. On the other hand, the figures in general are underestimates, because programs representing an additional 5,058 LEP students failed to provide information on grade levels served.

TABLE 1

Number of LEP Students Served By Grade: FY91 Title VII TBE, SAIP, and DBE Programs*

(Source: Survey of Title VII Project Directors, 1991-1992)

Grade Range	Number of LEP Students Served	Percentage of All LEP Students Served
Preschool	1,442	0.6%
Kindergarten	20,138	8.6%
Grade 1	21,532	9.2%
Grade 2	21,137	9.1%
Grade 3	22,380	9.6%
Grade 4	18,296	7.8%
Grade 5	17,864	7.7%
Grade 6	19,371	8.3%
Grade 7	14,472	6.2%
Grade 8	14,158	6.1%
Grade 9	17,994	7.7%
Grade 10	15,495	6.6%
Grade 11	14,459	6.2%
Grade 12	14,459	6.2%
Total	**233,197**	**100.0%**

* TBE=Transitional Bilingual Education Program; SAIP=Special Alternative Instructional Program; DBE=Developmental Bilingual Education Program.

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Notes: Table 2

Table 2 shows the estimated number of LEP students served by grade range in all Title VII Part A projects in the 1992-93 school year. It is based on data from FY92 applications.

Similar caution should be used in interpreting these data. They are projections by project directors on applications, and they also make assumptions about the distributions of LEP students across grades within projects. During data entry, projects were coded in terms of whether or not they served any of the grades in the ranges shown in Table 2. To develop the estimates in Table 2, LEP students were allocated evenly across all of the grades in the ranges indicated in the file. Thus, if a project served at least some LEP students in the grade ranges K-2, 3-6, and 7-8, it was assumed that the same number of LEP students were served in each of those nine grades, and three-ninths of the LEP students were allocated to grade range K-2, four-ninths of the LEP students to grade range 3-6, and two-ninths of the LEP students to grade range 7-8. Based on similar logic to that described previously, this may have led to overestimates of the number of LEP students served in the higher grade ranges.

TABLE 2

Number of LEP Students Served By Grade Range: FY92 Title VII Part A Programs

(Source: FY92 Title VII Applications)

Grade Range	Number of LEP Students Served	Percentage of All LEP Students Served
Preschool	6,786	2.2%
Kindergarten - Grade 2	76,135	25.1%
Grade 3 - Grade 6	116,663	38.4%
Grade 7 - Grade 8	29,128	9.6%
Grade 9 - Grade 12	74,769	24.6%
Total	**303,481**	**100.0%**

SIAC
Special Issues Analysis Center

Individual Listing by State of Title VII Part A and Part C Projects

Short Turnaround Report, No. 20

Prepared by:

Development Associates, Inc.
1730 North Lynn Street
Arlington, Virginia 22209-2023
(703) 276-0677
(Contract # T292001001)

Submitted:

December 6, 1993

Number of Funded Projects Per Award Number for FY93

CFDA	Program Title	Number of Projects
Part A Programs		
93003A	Transitional Bilingual Education Program	411
93003D	Transitional Bilingual Education Program (Math/Science Priority)	127
93003M	Transitional Bilingual Education Program (Recent Arrivals Priority)	49
93003C	Developmental Bilingual Education Program	42
93003B	Developmental Bilingual Education Program (Magnet Schools Priority)	2
93003E	Special Alternative Instructional Program	255
93003K	Special Alternative Instructional Program (Math/Science Priority)	32
93003N	Special Alternative Instructional Program (Recent Arrivals Priority)	28
93003F	Special Alternative Instructional Program (Magnet Schools Priority)	2
93003L	Special Populations Program	47
93003J	Family English Literacy Program	51
93003G	Academic Excellence Program	19
	Total Part A	**1065**
Part C Programs		
93195R	Educational Personnel Training Program	62
93195P	Educational Personnel Training Program (Math/Science Priority)	25
93195V	Short-Term Training Program	32
93195T	Bilingual Education Fellowship Program	40
93195S	Training, Development and Improvement Program	3
	Total Part C	**162**
	TOTAL PART A AND C	**1227**

ALASKA

Part A Programs

Transitional Bilingual Education Program	2
Transitional Bilingual Education Program (Math/Science Priority)	1
Developmental Bilingual Education Program	1
Special Alternative Instructional Program	2
Special Alternative Instructional Program (Math/Science Priority)	1
Academic Excellence Program	1
Total Part A	**8**

(No Part C Programs)

ALABAMA

Part A Programs

Transitional Bilingual Education Program	1
Special Alternative Instructional Program	1
Special Alternative Instructional Program (Recent Arrivals Priority)	1
Total Part A	**3**

(No Part C Programs)

ARKANSAS

Part A Programs

Transitional Bilingual Education Program (Math/Science Priority)	1
Total Part A	**1**

(No Part C Programs)

ARIZONA

Part A Programs	
Transitional Bilingual Education Program	18
Transitional Bilingual Education Program (Math/Science Priority)	7
Transitional Bilingual Education Program (Recent Arrivals Priority)	1
Developmental Bilingual Education Program	1
Special Alternative Instructional Program	11
Special Alternative Instructional Program (Math/Science Priority)	1
Special Populations Program	2
Family English Literacy Program	1
Academic Excellence Program	1
Total Part A	**43**
Part C Programs	
Educational Personnel Training Program	2
Educational Personnel Training Program (Math/Science Priority)	2
Short-Term Training Program	1
Bilingual Education Fellowship Program	3
Total Part C	**8**

CALIFORNIA

Part A Programs	
Transitional Bilingual Education Program	127
Transitional Bilingual Education Program (Math/Science Priority)	44
Transitional Bilingual Education Program (Recent Arrivals Priority)	24
Developmental Bilingual Education Program	17
Special Alternative Instructional Program	84
Special Alternative Instructional Program (Math/Science Priority)	11
Special Alternative Instructional Program (Recent Arrivals Priority)	13
Special Populations Program	15
Family English Literacy Program	29
Academic Excellence Program	7
Total Part A	**371**
Part C Programs	
Educational Personnel Training Program	9
Educational Personnel Training Program (Math/Science Priority)	2
Short-Term Training Program	9
Bilingual Education Fellowship Program	7
Training Development and Improvement Program	1
Total Part C	**28**

COLORADO

Part A Programs	
Transitional Bilingual Education Program	6
Transitional Bilingual Education Program (Math/Science Priority)	4
Transitional Bilingual Education Program (Recent Arrivals Priority)	1
Special Alternative Instructional Program	6
Special Alternative Instructional Program (Math/Science Priority)	1
Special Populations Program	1
Family English Literacy Program	2
Academic Excellence Program	1
Total Part A	**22**

Part C Programs	
Educational Personnel Training Program	4
Short-Term Training Program	1
Bilingual Education Fellowship Program	1
Training Development and Improvement Program	1
Total Part C	**7**

CONNECTICUT

Part A Programs	
Transitional Bilingual Education Program	2
Total Part A	**2**
Part C Programs	
Educational Personnel Training Program	1
Educational Personnel Training Program (Math/Science Priority)	1
Short-Term Training Program	1
Bilingual Education Fellowship Program	1
Total Part C	**4**

DISTRICT OF COLUMBIA

Part A Programs	
Transitional Bilingual Education Program	2
Special Alternative Instructional Program	2
Special Alternative Instructional Program (Math/Science Priority)	1
Special Populations Program	1
Total Part A	**6**
Part C Programs	
Short-Term Training Program	1
Bilingual Education Fellowship Program	1
Total Part C	**2**

DELAWARE

Part A Projects	
Transitional Bilingual Education Program (Math/Science Priority)	1
Total Part A	1
(No Part C Programs)	

FLORIDA

Part A Programs	
Transitional Bilingual Education Program	3
Transitional Bilingual Education Program (Math/Science Priority)	2
Transitional Bilingual Education Program (Recent Arrivals Priority)	2
Developmental Bilingual Education Program	2
Special Alternative Instructional Program	2
Special Alternative Instructional Program (Math/Science Priority)	1
Special Populations Program	1
Family English Literacy Program	1
Academic Excellence Program	1
Total Part A	**15**
Part C Programs	
Educational Personnel Training Program	3
Bilingual Education Fellowship Program	2
Total Part C	**5**

GEORGIA

Part A Programs	
Special Alternative Instructional Program	1
Total Part A	**1**
Part C Programs	
Educational Personnel Training Program (Math/Science Priority)	1
Total Part C	**1**

GUAM

Part A Programs	
Family English Literacy Program	1
Total Part A	**1**
(No Part C Programs)	

HAWAII

Part A Programs	
Transitional Bilingual Education Program	2
Special Alternative Instructional Program	1
Family English Literacy Program	1
Total Part A	**4**
Part C Programs	
Bilingual Education Fellowship Program	1
Total Part C	**1**

IOWA

Part A Programs	
Transitional Bilingual Education Program	7
Total Part A	**7**
(No Part C Programs)	

IDAHO

Part A Programs	
Transitional Bilingual Education Program	2
Transitional Bilingual Education Program (Math/Science Priority)	1
Special Alternative Instructional Program	2
Total Part A	**5**
Part C Programs	
Education Personnel Training Program (Math/Science Priority)	2
Total Part C	**2**

ILLINOIS

Part A Programs	
Transitional Bilingual Education Program	6
Transitional Bilingual Education Program (Math/Science Priority)	1
Developmental Bilingual Education Program	1
Special Alternative Instructional Program	14
Special Alternative Instructional Program (Math/Science Priority)	3
Special Populations Program	1
Family English Literacy Program	2
Academic Excellence Program	1
Total Part A	**29**
Part C Programs	
Educational Personnel Training Program	2
Educational Personnel Training Program (Math/Science Priority)	3
Short-Term Training Program	2
Bilingual Education Fellowship Program	1
Total Part C	**8**

INDIANA

Part A Programs	
Transitional Bilingual Education Program	2
Total Part A	**2**
Part C Programs	
Educational Personnel Training Program	1
Total Part C	**1**

KANSAS

Part A Programs	
Transitional Bilingual Education Program	2
Special Alternative Instructional Program	2
Special Alternative Instructional Program (Math/Science Priority)	1
Total Part A	**5**

(No Part C Programs)

KENTUCKY

Part A Programs	
Transitional Bilingual Education Program	1
Special Alternative Instructional Program	2
Total Part A	**3**

(No Part C Programs)

LOUISIANA

Part A Programs	
Transitional Bilingual Education Program	3
Transitional Bilingual Education Program (Math/Science Priority)	1
Transitional Bilingual Education Program (Recent Arrivals Priority)	2
Special Alternative Instructional Program	6
Special Alternative Instructional Program (Magnet School Priority)	1
Special Populations Program	1
Total Part A	**14**
Part C Programs	
Short-Term Training Program	1
Total Part C	**1**

MASSACHUSETTS

Part A Programs	
Transitional Bilingual Education Program	14
Transitional Bilingual Education Program (Math/Science Priority)	1
Developmental Bilingual Education Program	5
Special Alternative Instructional Program	2
Special Populations Program	2
Total Part A	**24**

Part C Programs	
Educational Personnel Training Program	1
Bilingual Education Fellowship Program	2
Total Part C	**3**

MARYLAND

Part A Programs	
Special Alternative Instructional Program	5
Special Alternative Instructional Program (Recent Arrivals Priority)	1
Total Part A	**6**

Part C Programs	
Education Personnel Training Program (Math/Science Priority)	1
Short-Term Training Program	2
Total Part C	**3**

MAINE

Part A Programs	
Transitional Bilingual Education Program	2
Transitional Bilingual Education Program (Math/Science Priority)	1
Special Alternative Instructional Program	3
Special Alternative Instructional Program (Math/Science Priority)	1
Special Alternative Instructional Program (Recent Arrivals Priority)	1
Special Populations Program	1
Academic Excellence Program	1
Total Part A	**10**
(No Part C Programs)	

MICHIGAN

Part A Programs	
Transitional Bilingual Education Program	7
Transitional Bilingual Education Program (Recent Arrivals Priority)	1
Developmental Bilingual Education Program (Magnet School Priority)	1
Special Alternative Instructional Program	7
Family English Literacy Program	1
Total Part A	**17**
Part C Programs	
Educational Personnel Training Program	2
Bilingual Education Fellowship Program	1
Total Part C	**3**

MINNESOTA

Part A Programs	
Transitional Bilingual Education Program	3
Transitional Bilingual Education Program (Math/Science Priority)	1
Total Part A	**4**
Part C Programs	
Education Personnel Training Program (Math/Science Priority)	1
Total Part C	**1**

MISSOURI

Part A Programs	
Special Alternative Instructional Program	1
Family English Literacy Program	1
Total Part A	**2**
Part C Programs	
Educational Personnel Training Program	1
Total Part C	**1**

MISSISSIPPI

Part A Program	
Special Alternative Instructional Program	3
Special Populations Program	1
Total Part A	**4**
(No Part C Programs)	

MONTANA

Part A Programs	
Transitional Bilingual Education Program	11
Transitional Bilingual Education Program (Math/Science Priority)	3
Special Alternative Instructional Program	7
Special Alternative Instructional Program (Math/Science Priority)	3
Special Populations Program	1
Total Part A	**25**

Part C Programs	
Educational Personnel Training Program	2
Educational Personnel Training Program (Math/Science Priority)	1
Total Part C	**3**

NORTH CAROLINA

Part C Programs	
Educational Personnel Training Program	1
Total Part C	**1**

(No Part A Programs)

NORTH DAKOTA

Part A Programs	
Transitional Bilingual Education Program	9
Transitional Bilingual Education Program (Math/Science Priority)	1
Special Alternative Instructional Program	1
Total Part A	**11**
Part C Programs	
Educational Personnel Training Program	1
Total Part C	**1**

NEBRASKA

Part A Programs	
Transitional Bilingual Education Program	1
Transitional Bilingual Education Program (Recent Arrivals Priority)	1
Special Alternative Instructional Program	2
Special Alternative Instructional Program (Math/Science Priority)	1
Total Part A	**5**
(No Part C Programs)	

NEW HAMPSHIRE	
Part A Programs	
Special Alternative Instructional Program	1
Total Part A	**1**
(No Part C Programs)	

NEW JERSEY	
Part A Programs	
Transitional Bilingual Education Program	1
Special Alternative Instructional Program	1
Total Part A	**2**
Part C Programs	
Educational Personnel Training Program	1
Educational Personnel Training Program (Math/Science Priority)	1
Bilingual Education Fellowship Program	1
Total Part C	**3**

NEW MEXICO

Part A Programs	
Transitional Bilingual Education Program	29
Transitional Bilingual Education Program (Math/Science Priority)	6
Special Alternative Instructional Program	5
Special Populations Program	6
Total Part A	**46**
Part C Programs	
Educational Personnel Training Program	3
Educational Personnel Training Program (Math/Science Priority)	1
Short-Term Training Program	2
Bilingual Education Fellowship Program	2
Total Part C	**8**

NEVADA

Part A Programs	
Special Alternative Instructional Program (Math/Science Priority)	1
Total Part A	**1**

(No Part C Programs)

NEW YORK

Part A Programs	
Transitional Bilingual Education Program	65
Transitional Bilingual Education Program (Math/Science Priority)	17
Transitional Bilingual Education Program (Recent Arrivals Priority)	15
Developmental Bilingual Education Program	10
Special Alternative Instructional Program	19
Special Alternative Instructional Program (Math/Science Priority)	2
Special Alternative Instructional Program (Recent Arrivals Priority)	5
Special Populations Program	5
Family English Literacy Program	8
Academic Excellence Program	2
Total Part A	**148**

Part C Programs	
Educational Personnel Training Program	10
Educational Personnel Training Program (Math/Science Priority)	1
Short-Term Training Program	2
Bilingual Education Fellowship Program	6
Total Part C	**19**

OHIO

Part A Programs	
Transitional Bilingual Education Program	2
Special Alternative Instructional Program	2
Total Part A	**4**
Part C Programs	
Educational Personnel Training Program	1
Total Part C	**1**

OKLAHOMA

Part A Programs	
Transitional Bilingual Education Program	29
Transitional Bilingual Education Program (Math/Science Priority)	14
Special Alternative Instructional Program	23
Special Alternative Instructional Program (Recent Arrivals Priority)	1
Special Populations Program	5
Family English Literacy Program	1
Total Part A	**73**
Part C Programs	
Educational Personnel Training Program	1
Educational Personnel Training Program (Math/Science Priority)	1
Short-Term Training Program	1
Total Part C	**3**

OREGON

Part A Programs	
Transitional Bilingual Education Program	3
Transitional Bilingual Education Program (Math/Science Priority)	2
Developmental Bilingual Education Program	1
Special Alternative Instructional Program	11
Special Alternative Instructional Program (Math/Science Priority)	3
Family English Literacy Program	1
Total Part A	**21**
Part C Programs	
Educational Personnel Training Program	1
Short-Term Training Program	2
Total Part C	**3**

PENNSYLVANIA

Part A Programs	
Developmental Bilingual Education Program (Magnet School Priority)	1
Special Alternative Instructional Program	2
Academic Excellence Program	1
Total Part A	**4**
Part C Programs	
Bilingual Education Fellowship Program	2
Total Pa[illegible]	**2**

PUERTO RICO

Part A Programs	
Transitional Bilingual Education Program	1
Academic Excellence Program	1
Total Part A	**2**
Part C Programs	
Educational Personnel Training Program	1
Educational Personnel Training Program (Math/Science Priority)	1
Total Part C	**2**

RHODE ISLAND

Part A Programs	
Special Alternative Instructional Program	2
Special Alternative Instructional Program (Recent Arrivals Priority)	1
Special Populations Program	1
Total Part A	**4**
Part C Programs	
Educational Personnel Training Program	2
Short-Term Training Program	2
Total Part C	**4**

SOUTH CAROLINA

Part A Programs	
Transitional Bilingual Education Program	1
Total Part A	**1**

(No Part C Programs)

SOUTH DAKOTA

Part A Programs	
Transitional Bilingual Education Program	8
Transitional Bilingual Education Program (Math/Science Priority)	3
Special Alternative Instructional Program	1
Total Part A	**12**

(No Part C Programs)

PALAU

Part A Programs	
Transitional Bilingual Education Program	1
Transitional Bilingual Education Program (Math/Science Priority)	1
Special Alternative Instructional Program	1
Total Part A	**3**

(No Part C Programs)

131

TEXAS

Part A Programs	
Transitional Bilingual Education Program	25
Transitional Bilingual Education Program (Math/Science Priority)	10
Transitional Bilingual Education Program (Recent Arrivals Priority)	2
Developmental Bilingual Education Program	3
Special Alternative Instructional Program	11
Special Alternative Instructional Program (Math/Science Priority)	1
Special Alternative Instructional Program (Recent Arrivals Priority)	3
Special Populations Program	2
Family English Literacy Program	1
Academic Excellence Program	2
Total Part A	**60**
Part C Programs	
Educational Personnel Training Program	10
Educational Personnel Training Program (Math/Science Priority)	5
Short-Term Training Program	4
Bilingual Education Fellowship Program	6
Total Part C	**25**

UTAH

Part A Programs	
Transitional Bilingual Education Program	2
Transitional Bilingual Education Program (Math/Science Priority)	1
Special Alternative Instructional Program	2
Special Alternative Instructional Program (Magnet School Priority)	1
Total Part A	**6**
(No Part C Programs)	

VIRGINIA

Part A Programs	
Developmental Bilingual Education Program	1
Special Alternative Instructional Program	1
Special Alternative Instructional Program (Recent Arrivals Priority)	1
Total Part A	**3**
Part C Programs	
Educational Personnel Training Program	1
Bilingual Education Fellowship Program	1
Training, Development and Improvement Program	1
Total Part C	**3**

WASHINGTON

Part A Programs	
Transitional Bilingual Education Program	10
Transitional Bilingual Education Program (Math/Science Priority)	3
Special Alternative Instructional Program	3
Special Alternative Instructional Program (Recent Arrivals Priority)	1
Family English Literacy Program	1
Total Part A	**18**
Part C Programs	
Educational Personnel Training Program (Math/Science Priority)	1
Short-Term Training Program	1
Bilingual Education Fellowship Program	1
Total Part C	**3**

WISCONSIN

Part C Programs	
Educational Personnel Training Program	1
Bilingual Education Fellowship Program	1
Total Part C	**2**

(No Part A Programs)

WYOMING	
Part A Programs	
Transitional Bilingual Education Program	1
Special Alternative Instructional Program	3
Special Populations Program	1
Total Part A	**5**
(No Part C Programs)	

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Special Issues Analysis Center

LEP Student Enrollment and Participation in Title VII Part A Programs by State

Short Turnaround Report, No. 21

Prepared by:

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1730 North Lynn Street
Arlington, Virginia 22209-2023
(703) 276-0677
(Contract # T292001001)

Submitted:

December 14, 1993

LEP Student Enrollment and Participation in Title VII Part A Programs by State

This report presents data on LEP student enrollment and participation in Title VII Part A programs by state. Figures 1 and 2 present data on LEP students as a percentage of total student enrollment within individual states and for the U.S. and its territories as a whole. Figures 3 and 4 provide data on the numbers and percentages of LEP students served by Title VII programs by state. Figure 5 presents data on LEP students served by Title VII Part A programs as a percentage of all LEP students receiving special services designed to meet their educational needs. Data are provided individually for the ten states with the largest numbers of LEP students served by Title VII. Figure 6 presents the number of LEP students served in individual Title VII Part A programs for the same ten states.

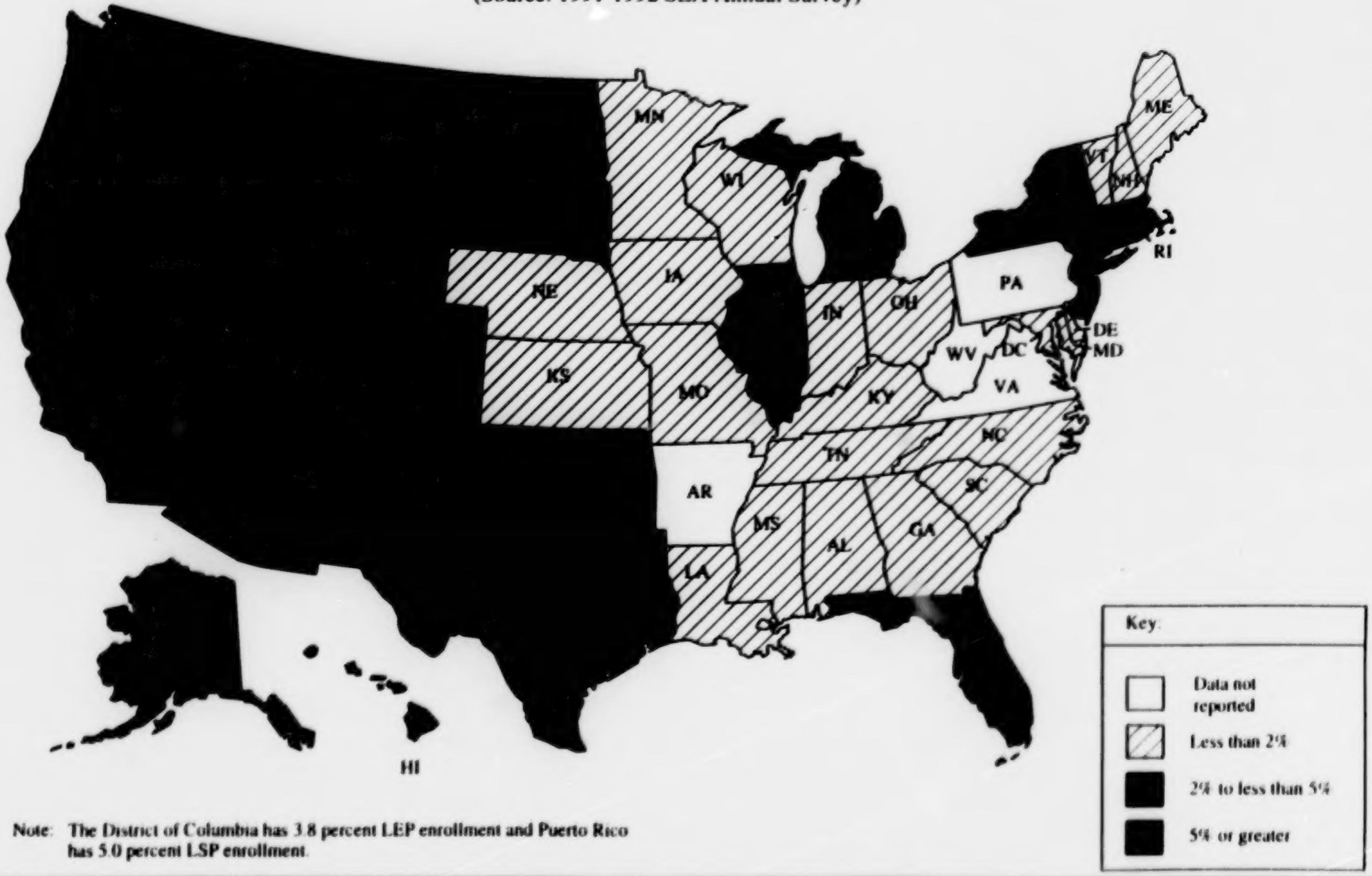
Notes: Figure 1

Figure 1 presents a map showing LEP students as a percentage of the total student population within each state. The map shows that the states in the West generally had higher rates of enrollment of LEP students than states in the East and Midwest.

FIGURE 1

LEP Students as a Percentage of Total Enrollment

(Source: 1991-1992 SEA Annual Survey)


MN
WI
ME
VT
NH
RI
NE
IA
PA
IN
OH
DE
MD
WV
DC
KS
MO
KY
VA
TN
NC
AR
SC
MS
AL
GA
LA
HI
Key:
Data not reported
Less than 2%
2% to less than 5%
5% or greater

Note: The District of Columbia has 3.8 percent LEP enrollment and Puerto Rico has 5.0 percent LSP enrollment.

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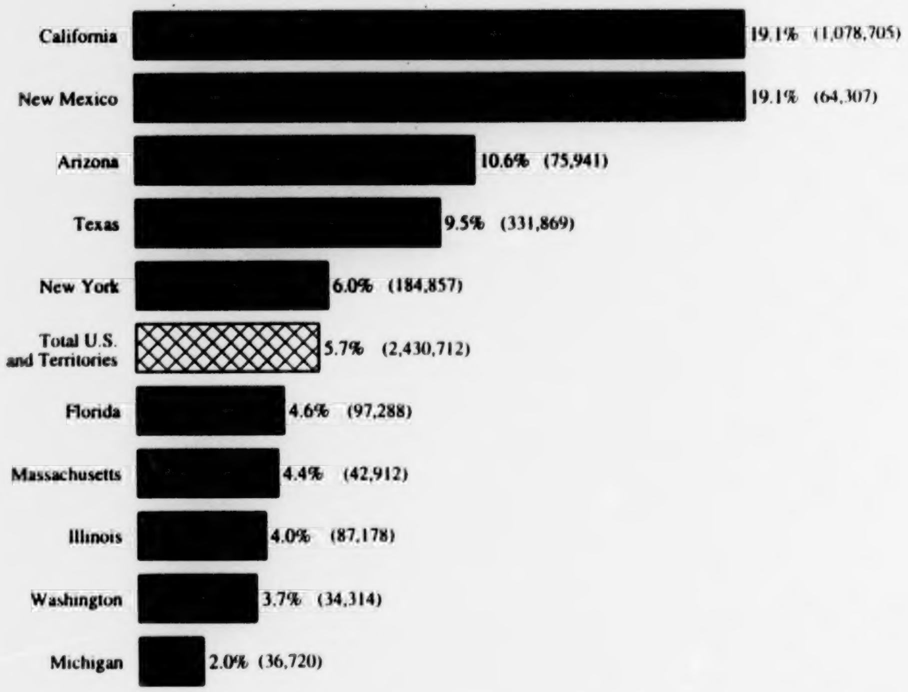
Notes: Figure 2

Figure 2 presents data on the number of LEP students as a percentage of total enrollment for the ten states with the largest number of LEP students served in Title VII Part A programs. Approximately one in five students in the states of California and New Mexico were LEP. The overall LEP enrollment for the U.S. and its territories was 5.7 percent of the total student enrollment.

FIGURE 2

LEP Students as a Percentage of the Total Enrollment for Selected States *

(Source: 1991-1992 SEA Annual Survey)



* The data are reported for the ten states with the largest number of LEP students served in Title VII Part A Programs. The number in parentheses indicates the total number of LEP students in each state.

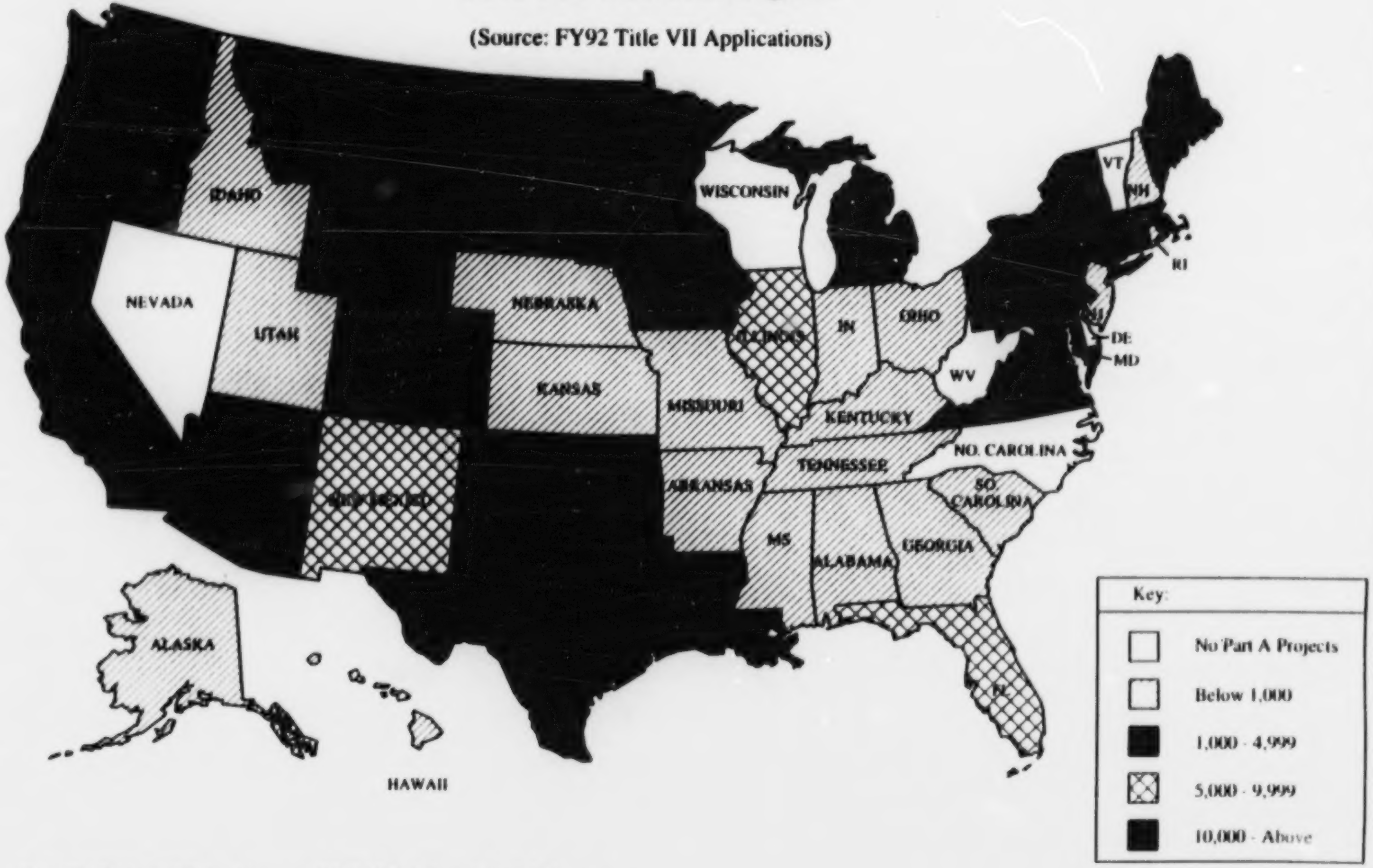
Notes: Figure 3

Figure 3 presents the number of LEP students served by Title VII Part A programs for all states. California had the largest number (N=140,271) of LEP students served, followed by New York (N=[illegible]6) and Arizona (N=16,759). Table 1 provides the number of LEP students served by FY92 Title VII Part A programs for individual states and for the U.S. territories.

FIGURE 3

Number of LEP Students Served by Title VII: FY92 Title VII Part A Programs

(Source: FY92 Title VII Applications)


IDAHO
NEVADA
UTAH
NEBRASKA
KANSAS
WISCONSIN
ILLINOIS
IN
OHIO
WV
MISSOURI
KENTUCKY
TENNESSEE
NO. CAROLINA
SO. CAROLINA
ARKANSAS
NEW MEXICO
MS
ALABAMA
GEORGIA
FL
VT
NH
RI
NJ
DE
MD
ALASKA
HAWAII
Key:
No Part A Projects
Below 1,000
1,000 - 4,999
5,000 - 9,999
10,000 - Above

Note: The District of Columbia serves 2,285 LEP students in Part A Programs.

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TABLE 1

Number of LEP Students Served by Title VII: FY92 Title VII Part A Programs

(Source: FY92 Title VII Applications)

State	Number of LEP Students	State	Number of LEP Students
AK	618	MS	977
AL	452	MT	2,122
AR	134	ND	1,076
AZ	16,759	NE	806
CA	140,271	NH	212
CO	3,982	NJ	436
CT	1,109	NM	9,791
DC	2,285	NY	38,356
FL	5,544	OH	450
GA	74	OK	10,045
HI	530	OR	3,433
IA	1,365	PA	1,739
ID	617	PR	766
IL	6,291	RI	997
IN	271	SC	107
KS	911	SD	2,659
KY	337	TN	175
LA	1,914	TT	1,282
MA	12,826	TX	12,360
MD	1,033	UT	743
ME	1,297	VA	3,698
MI	4,167	VI	171
MN	1,641	WA	4,548
MO	318	WY	1,614
		TOTAL	**303,482**

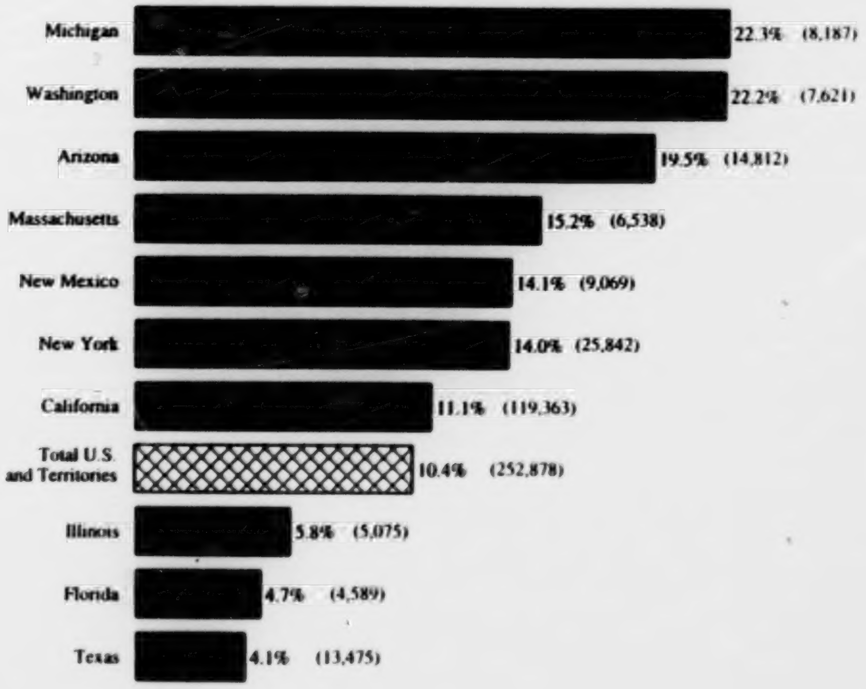
Notes: Figure 4

Figure 4 presents the number of LEP students served by Title VII Part A programs as a percentage of all LEP students for the ten states with the largest number of LEP students served by Title VII. Michigan and Washington had the highest rate of LEP students being served (about 22 percent for each). The overall proportion of LEP students being served by Title VII programs was 10.4 percent for all U.S. states and territories.

FIGURE 4

LEP Students Served by Title VII Programs as a Percentage of All LEP Students: FY92 Title VII Part A Programs *

(Source: 1991-1992 SEA Annual Survey)



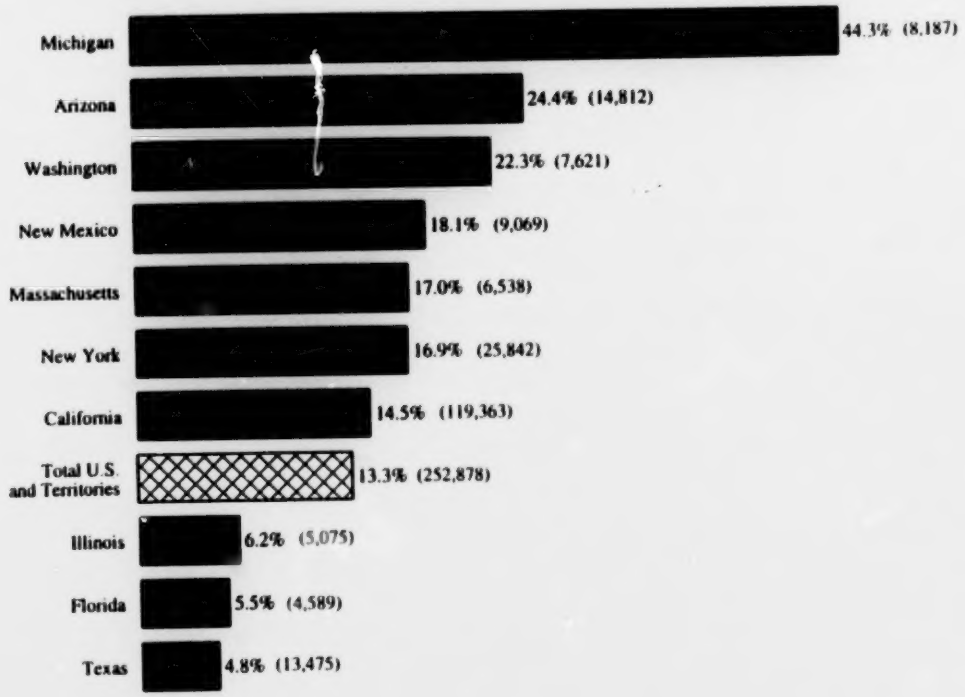
* The data are reported for the ten states with the largest number of LEP students served in Title VII Part A Programs.
The number in parentheses indicates the total number of LEP students served by Title VII Part A Programs in each state.

Notes: Figure 5

Figure 5 presents the number of LEP students served by Title VII Part A programs as a percentage of all LEP students receiving special services designed to meet their educational needs. These data are presented for the ten states with the largest number of LEP students served by Title VII. Nearly half (44.3 percent) of the LEP students in Michigan served by special programs were served by Title VII programs. The national rate of LEP students in Title VII programs among all LEP students served by special programs was 13.3 percent.

FIGURE 5
LEP Students Served by Title VII Programs as a Percentage of All LEP Students Receiving Special Services Designed to Meet Their Educational Needs:
FY92 Title VII Part A Programs *

(Source: 1991-1992 SEA Annual Survey)



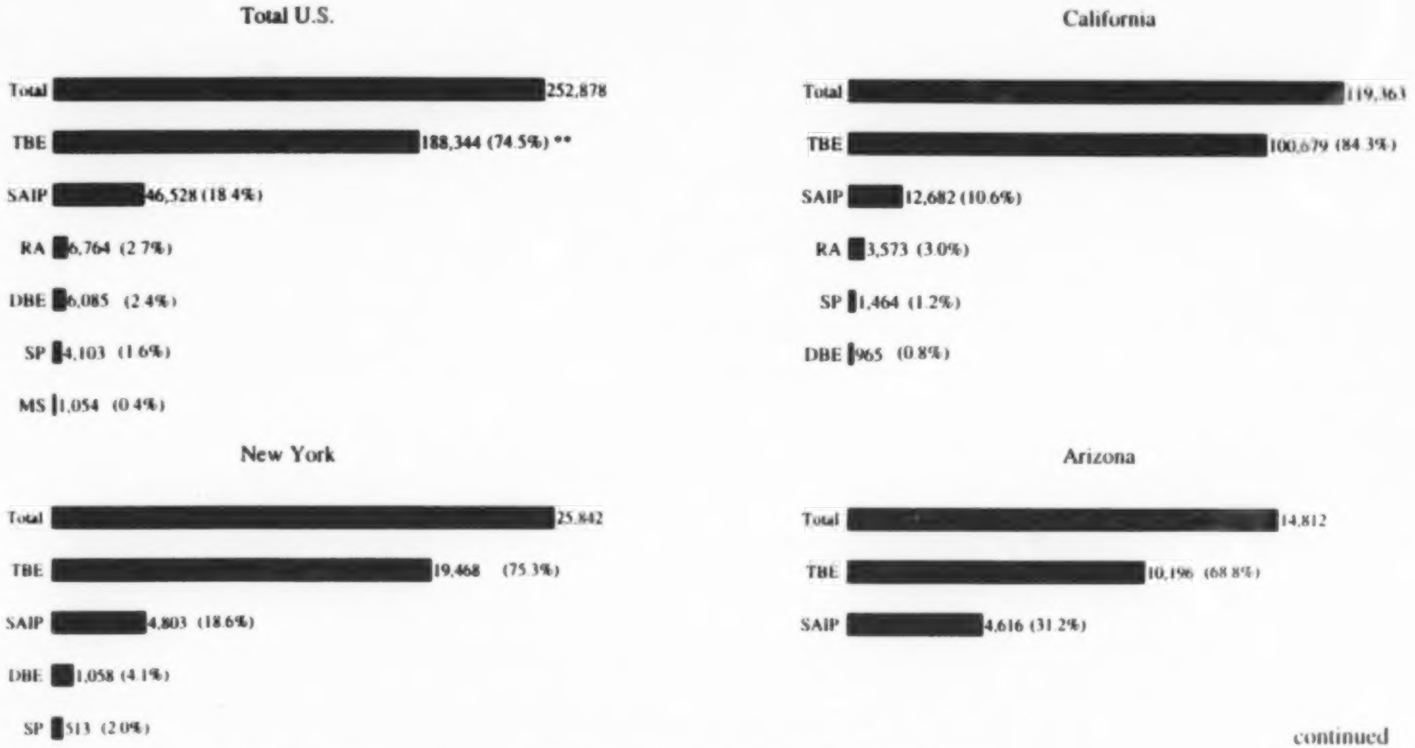
* The data are reported for the ten states with the largest number of LEP students served in Title VII Part A Programs.
The number in parentheses indicates the total number of LEP students served by Title VII Part A Programs.

Notes: Figure 6

The number of LEP students served in specific Title VII Part A programs is presented in Figure 6 for the ten states with the largest number of LEP students served. Most of the LEP students were served through the Transitional Bilingual Program (TBE) or the Special Alternative Instructional Program (SAIP).

FIGURE 6
Number of LEP Students Served by Title VII Part A ProgramsOverall and in Selected States *

(Source: 1991-1992 SEA Annual Survey)

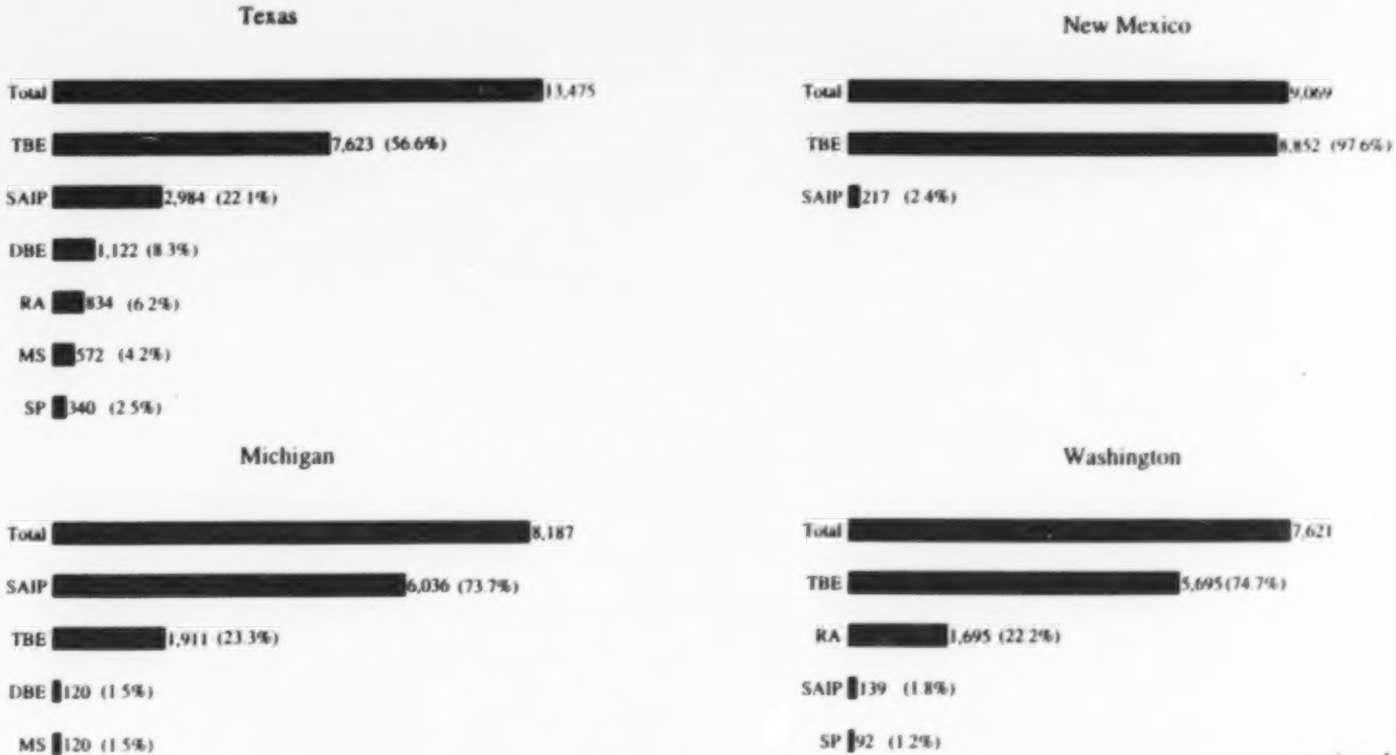


continued

* The data are reported for the ten states with the largest number of LEP students served in Title VII Part A Programs.
TBE = Transitional Bilingual Education Program; SAIP = Special Alternative Instructional Program; DBE = Developmental Bilingual Educational Program, SP = Special Populations Program; RA = Recent Arrivals Priority; MS = Magnet Schools Priority.

** The percentage indicates the LEP students served by each program as a proportion of the total number of LEP students served that are represented in each bar chart (i.e., U.S. total or individual state total).

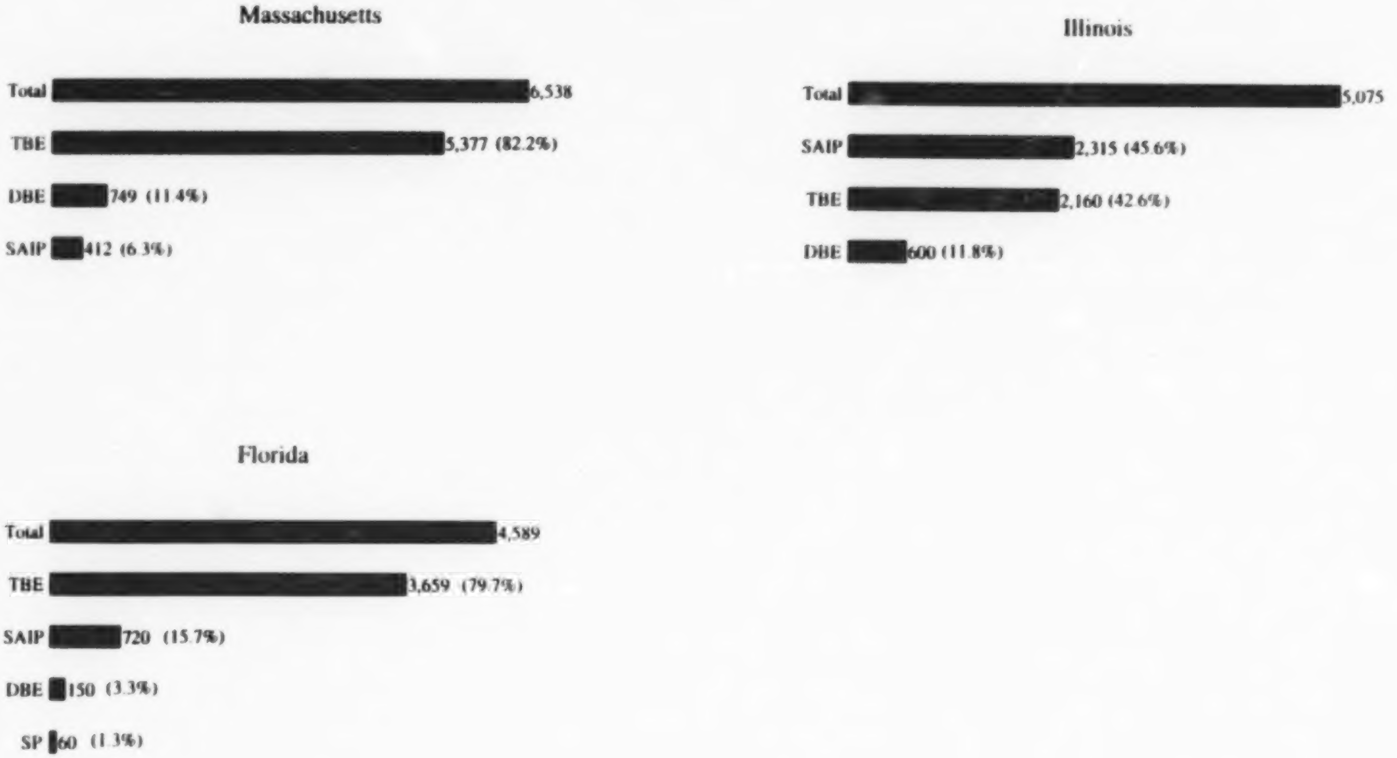
FIGURE 6
(Continued) *



continued

* The data are reported for the ten states with the largest number of LEP students served in Title VII Part A Programs.
TBE = Transitional Bilingual Education Program; SAIP = Special Alternative Instructional Program; DBE = Developmental Bilingual Educational Program; SP = Special Populations Program; RA = Recent Arrivals Priority; MS = Magnet Schools Priority.

FIGURE 6
(Continued) *



* The data are reported for the ten states with the largest number of LEP students served in Title VII Part A Programs.
TBE = Transitional Bilingual Education Program; SAIP = Special Alternative Instructional Program; DBE = Developmental Bilingual Educational Program, SP = Special Populations Program; RA = Recent Arrivals Priority.

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Special Issues Analysis Center

Total Obligated Funds by Program and State: FY92 Title VII Programs

Short Turnaround Report, No. 22

Prepared by:

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(703) 276-0677
(Contract # T292001001)

Submitted:

December 16, 1993

Total Obligated Funds by Program and State: FY92 Title VII Part A and Part C Programs

The following report provides information about funding amounts by state for FY92 Title VII Part A programs. Figures 1-3 and Tables 1-2 provide information on Part A programs. Figures 4-5 and Table 3 provide data on Part C programs.

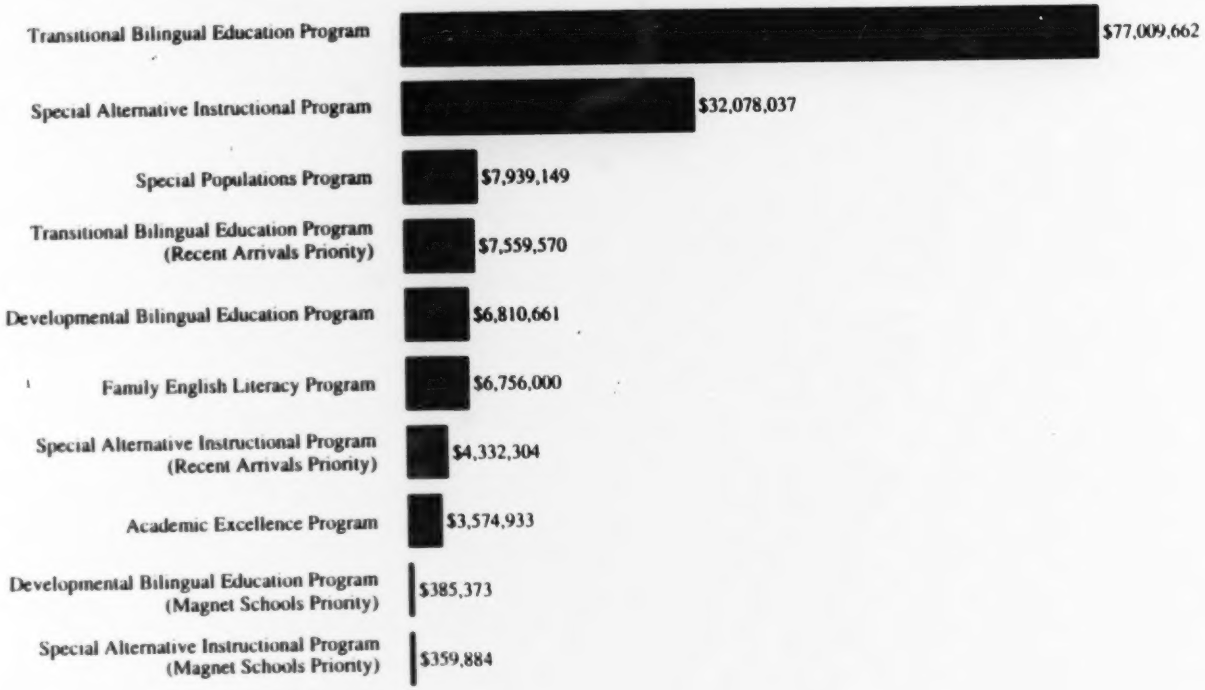
Notes: Figure 1

Figure 1 presents the total obligated funds for each Part A program. The Transitional Bilingual Education Program represented the largest amount of funding with $77 million for the regular Transitional Bilingual Education Program, plus $7.6 million for the Transitional Bilingual Education Program - Recent Arrivals Priority, equalling a total of $84.6 million. The Special Alternative Instructional Program was second in funding with $32.1 million for the regular Special Alternative Instructional Program, $4.3 million for the Special Alternative Instructional Program - Recent Arrivals Priority, and $0.4 million for the Special Alternative Instructional Program - Magnet Schools Priority, equalling a total of $36.8 million. Together Transitional Bilingual Education and Special Alternative Instructional Programs accounted for 82.7% of the total Part A obligated funds.

FIGURE 1

Total Obligated Funds by Program:
FY92 Title VII Part A Programs

(Source: FY92 Title VII Applications)

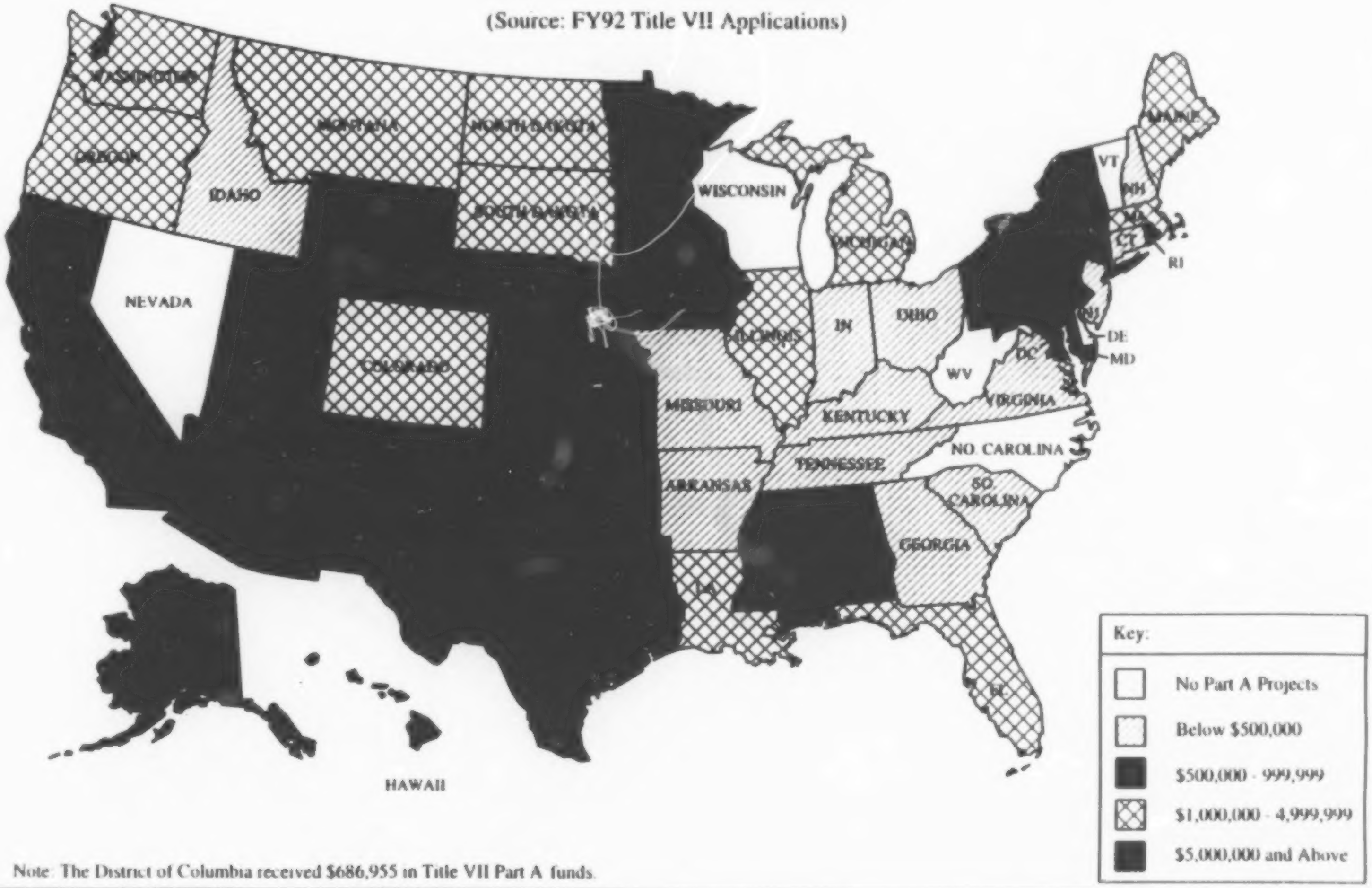


Notes: Figure 2

Figure 2 displays the total Part A obligated funding by state in a map of the United States. California received the largest amount of funding ($52.2 million), followed by New York ($23.3 million) and Texas ($8 million). Table 1 presents the total obligated amount for the individual states and for the territories that also received Part A funding: Guam, Puerto Rico, Palau, and the Virgin Islands.

FIGURE 2
Total Obligated Amount by State: FY92 Title VII Part A Programs

(Source: FY92 Title VII Applications)


WASHINGTON
MONTANA
NORTH DAKOTA
OREGON
IDAHO
SOUTH DAKOTA
WISCONSIN
MAINE
VT
NH
MA
CT
RI
MICHIGAN
NEVADA
COLORADO
ILLINOIS
IN
OHIO
NJ
DE
MD
DC
WV
VIRGINIA
MISSOURI
KENTUCKY
NO. CAROLINA
TENNESSEE
ARKANSAS
SO. CAROLINA
GEORGIA
LA
FL
HAWAII
Key:
No Part A Projects
Below $500,000
$500,000 - 999,999
$1,000,000 - 4,999,999
$5,000,000 and Above

Note: The District of Columbia received $686,955 in Title VII Part A funds.

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TABLE 1

Total Obligated Amount by State: FY92 Title VII Part A Programs

(Source: FY92 Title VII Applications)

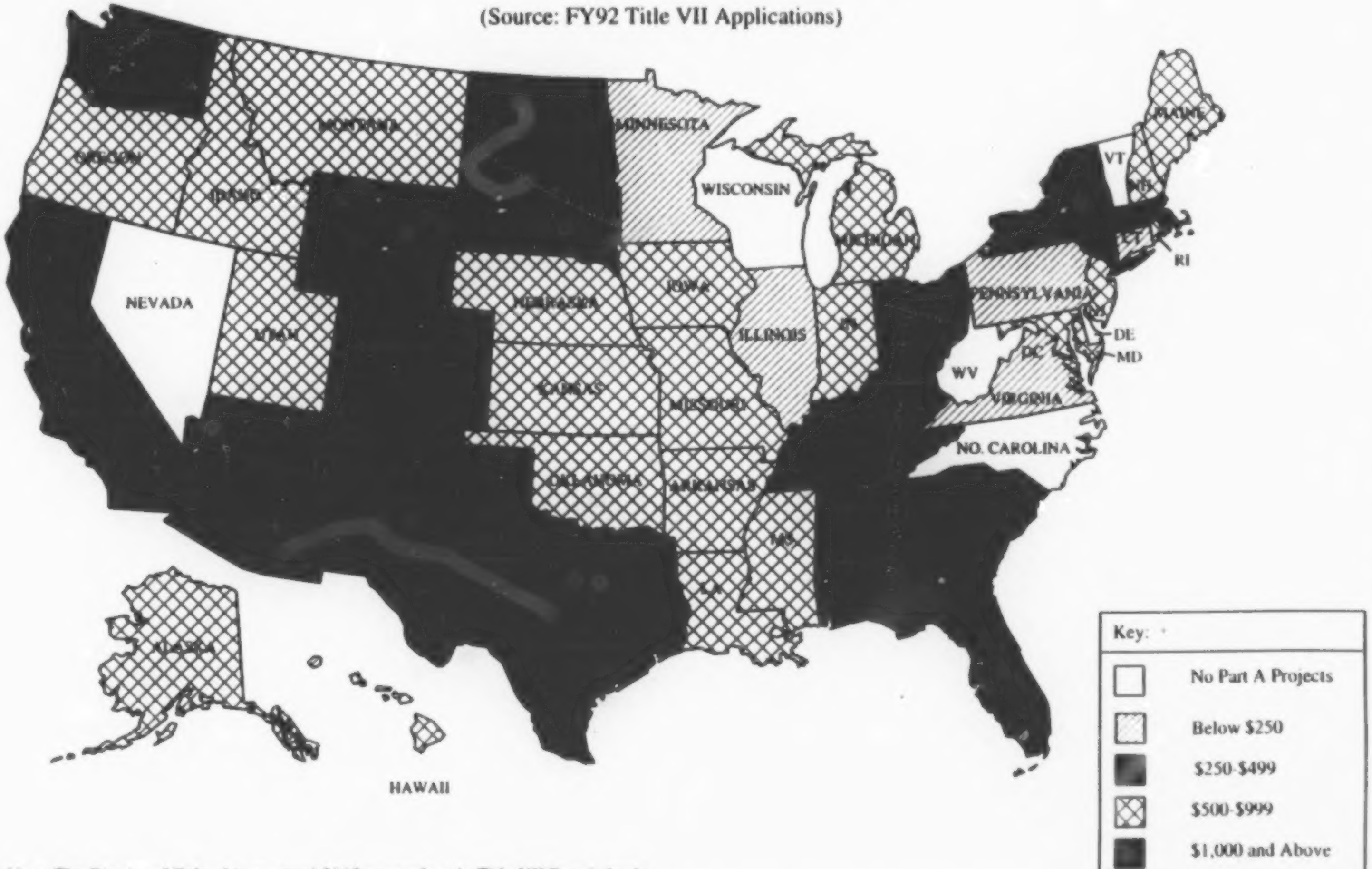
State	Total Obligated Amount	State	Total Obligated Amount
AK	$815,037	MS	$505,304
AL	520,530	MT	1,974,358
AR	96,700	ND	1,841,584
AZ	6,228,478	NE	578,941
CA	52,243,793	NH	163,799
CO	2,694,334	NJ	395,776
CT	172,313	NM	6,369,539
DC	686,955	NY	23,347,436
FL	2,143,331	OH	451,395
GA	160,000	OK	8,068,235
GU	158,966	OR	2,434,302
HI	926,064	PA	707,637
IA	872,113	PR	310,301
ID	487,880	RI	570,597
IL	3,305,301	SC	40,440
IN	382,664	SD	1,447,289
KS	676,000	TN	83,347
KY	486,796	TT	244,255
LA	1,686,433	TX	8,464,622
MA	3,611,795	UT	712,757
MD	740,548	VA	406,830
ME	1,339,340	VI	122,889
MI	2,856,235	WA	2,353,276
MN	752,585	WY	785,809
MO	380,664		
		TOTAL	**$146,805,573**

Notes: Figure 3

Figure 3 presents by state the total Part A obligated amount per student served in a map of the United States. The amount per student was calculated based on the total Part A funds for projects within each state divided by the total number of students (LEP and non-LEP) served within each state by Title VII Part A projects. Since Academic Excellence and Family English Literacy Programs do not provide direct instructional services to LEP students, these programs were not included in the analysis. The largest amount of funding per student ($2,162) was found in Georgia, followed by Kentucky ($1,444) and North Dakota ($1,736). The obligated amount per student for the individual states and territories that received Part A funds is presented in Table 2.

FIGURE 3
Total Obligated Amount Per Student by State: FY92 Title VII Part A Programs

(Source: FY92 Title VII Applications)



OREGON
IDAHO
MONTANA
NEVADA
UTAH
NEBRASKA
KANSAS
OKLAHOMA
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LA
MS
WISCONSIN
ILLINOIS
MICHIGAN
IN
PENNSYLVANIA
WV
VIRGINIA
DC
NO. CAROLINA
VT
NH
MAINE
CT
RI
DE
MD
ALASKA
HAWAII
Key:
No Part A Projects
Below $250
$250-$499
$500-$999
$1,000 and Above

Note: The District of Columbia received $165 per student in Title VII Part A funds.

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TABLE 2

Total Obligated Amount Per Student by State
FY92 Title VII Part A Projects*

(Source: FY92 Title VII Applications)

State	Total Obligated Amount	Total Number of Students	Obligated Amount Per Student
AK	$585,911	793	$739
AL	520,530	452	1,152
AR	96,700	144	672
AZ	5,688,729	21,744	262
CA	44,844,060	161,466	278
CO	1,827,960	4,302	425
CT	172,313	1,109	155
DC	686,955	4,153	165
FL	1,832,265	6,531	281
GA	160,000	74	2,162
HI	480,487	705	682
IA	790,814	1,444	548
ID	487,880	617	791
IL	2,899,375	11,811	245
IN	382,664	468	818
KS	676,000	911	742
KY	486,796	337	1,444
LA	1,686,433	3,369	501
MA	3,451,795	13,490	256
MD	664,092	1,102	603
ME	1,156,234	1,434	806
MI	2,404,249	4,539	530
MN	362,270	1,641	221
MO	236,150	318	743
MS	505,304	977	517

continued

TABLE 2

(Continued)

State	Total Obligated Amount	Total Number of Students	Obligated Amount Per Student
MT	$1,875,298	2,997	$626
ND	1,575,055	1,254	1,256
NE	578,941	921	629
NH	163,799	212	773
NJ	395,776	506	782
NM	5,938,225	11,972	496
NY	21,209,273	42,880	495
OH	451,395	450	1,003
OK	7,377,189	12,778	577
OR	2,138,373	3,758	569
PA	269,514	1,739	155
PR	159,327	1,220	131
RI	570,597	997	572
SC	40,440	107	378
SD	1,151,476	2,935	392
TN	83,347	175	476
TT	244,255	1,282	191
TX	6,959,047	16,482	422
UT	542,873	752	722
VA	406,830	3,805	107
VI	122,889	671	183
WA	2,127,795	5,456	390
WY	648,919	1,797	361
TOTAL	**$128,116,599**	**359,077**	**$357**

*The totals do not include the Academic Excellence and Family English Literacy Programs.

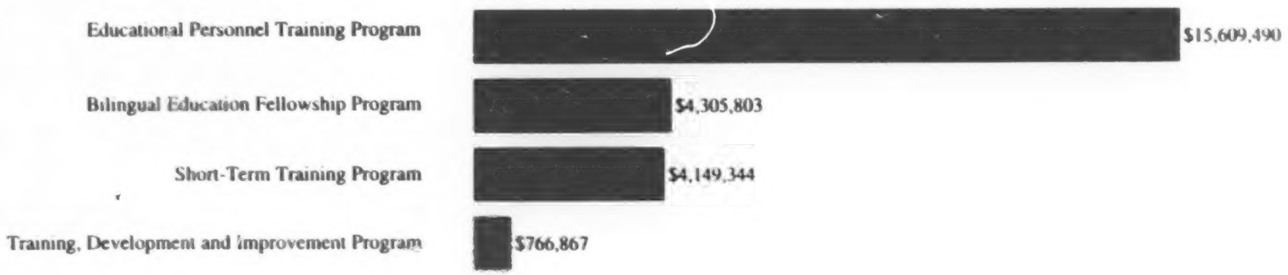
Notes: Figure 4

Figure 4 displays the total obligated funds for each of the four Part C programs. The Educational Personnel Training Program provided the largest amount of funding ($15.6 million), followed by the Bilingual Education Fellowship Program ($4.3 million).

FIGURE 4

Total Obligated Funds by Programs: FY92 Title VII Part C Programs

(Source: FY92 Title VII Applications)

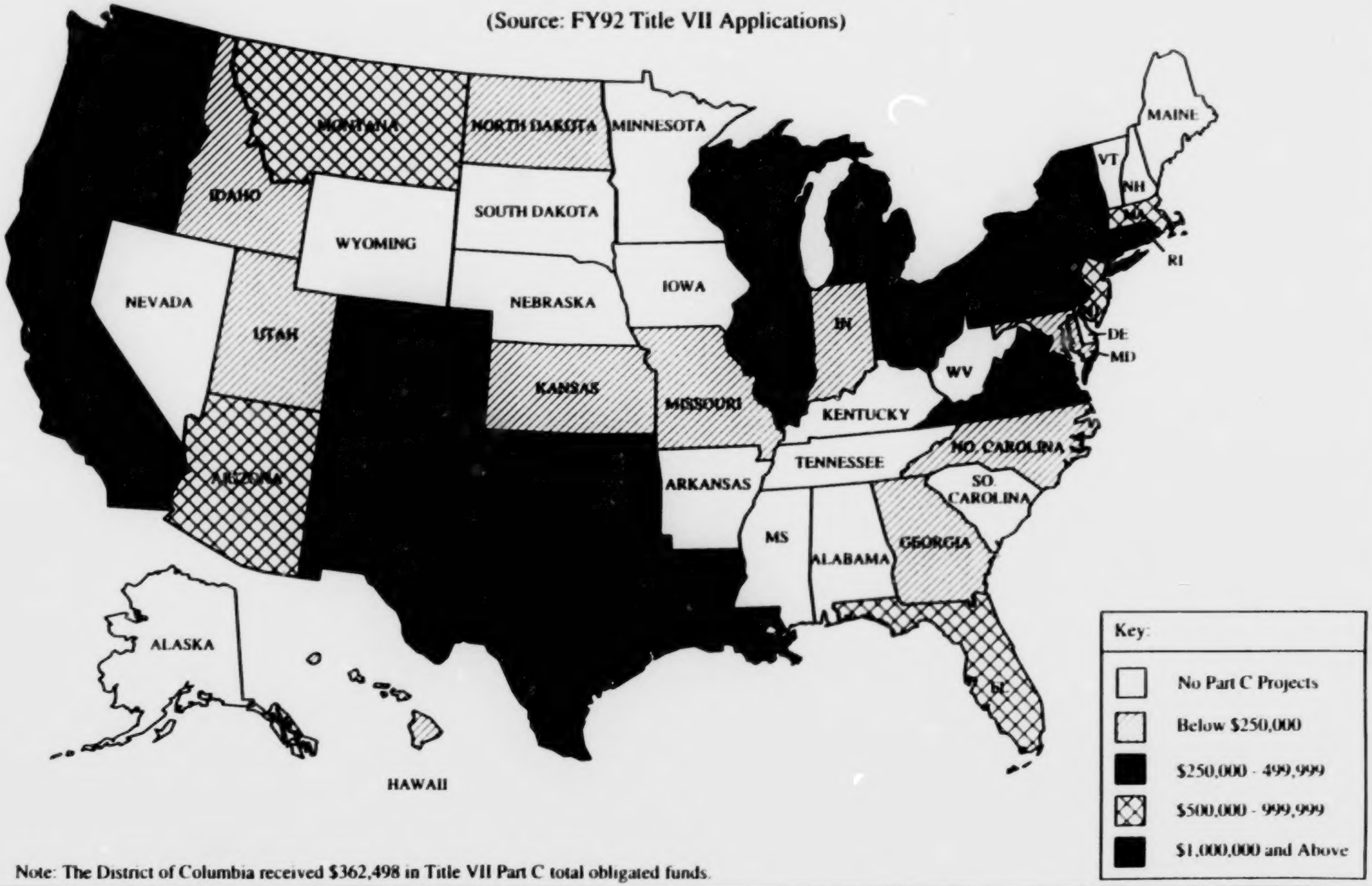


Notes: Figure 5

Figure 5 presents by state the total obligated funding for Part C programs. California received the largest amount of funding ($4.6 million), followed by Texas ($3.6 million) and New York ($3 million). The total obligated amount for Part C programs received by individual states and territories is presented in Table 3.

FIGURE 5
Total Obligated Amount by State: FY92 Title VII Part C Programs

(Source: FY92 Title VII Applications)


MONTANA
NORTH DAKOTA
MINNESOTA
MAINE
VT
NH
MA
RI
IDAHO
WYOMING
SOUTH DAKOTA
NEVADA
UTAH
NEBRASKA
IOWA
IN
DE
MD
WV
KANSAS
MISSOURI
KENTUCKY
TENNESSEE
NO. CAROLINA
ARKANSAS
SO. CAROLINA
ARIZONA
MS
ALABAMA
GEORGIA
FL
ALASKA
HAWAII
Key:
No Part C Projects
Below $250,000
$250,000 - 499,999
$500,000 - 999,999
$1,000,000 and Above

Note: The District of Columbia received $362,498 in Title VII Part C total obligated funds.

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TABLE 3

Total Obligated Amount by State:
FY92 Title VII Part C Programs

(Source: FY92 Title VII Applications)

State	Total Obligated Amount	State	Total Obligated Amount
AZ	$802,758	NC	$53,656
CA	4,580,370	ND	184,588
CO	1,440,765	NJ	588,932
CT	415,980	NM	1,293,546
DC	362,498	NY	3,002,282
FL	854,308	OH	339,264
GA	43,145	OK	327,759
HI	106,636	OR	494,498
ID	25,000	PA	261,070
IL	1,092,408	PR	354,913
IN	240,872	RI	381,636
KS	132,497	TX	3,549,785
LA	417,296	UT	228,846
MA	551,730	VA	492,383
MD	203,504	WA	375,253
MI	416,420	WI	315,449
MO	180,395	ZZ	145,756
MT	575,306		
		TOTAL	**$24,831,504**

SIAC
Special Issues Analysis Center

Students, Participants and Most Common Languages: FY92 Title VII Programs

Short Turnaround Report, No. 23

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(Contract # T292001001)

Submitted:

January 11, 1994

Students, Participants and Most Common Languages: FY92 Title VII Part A and Part C Programs

The following report provides information on students and participants in Title VII Part A and Part C programs, including information on the language groups served. Figures 1-3 provide information on Part A programs, and Figures 4-5 provide information on Part C programs.

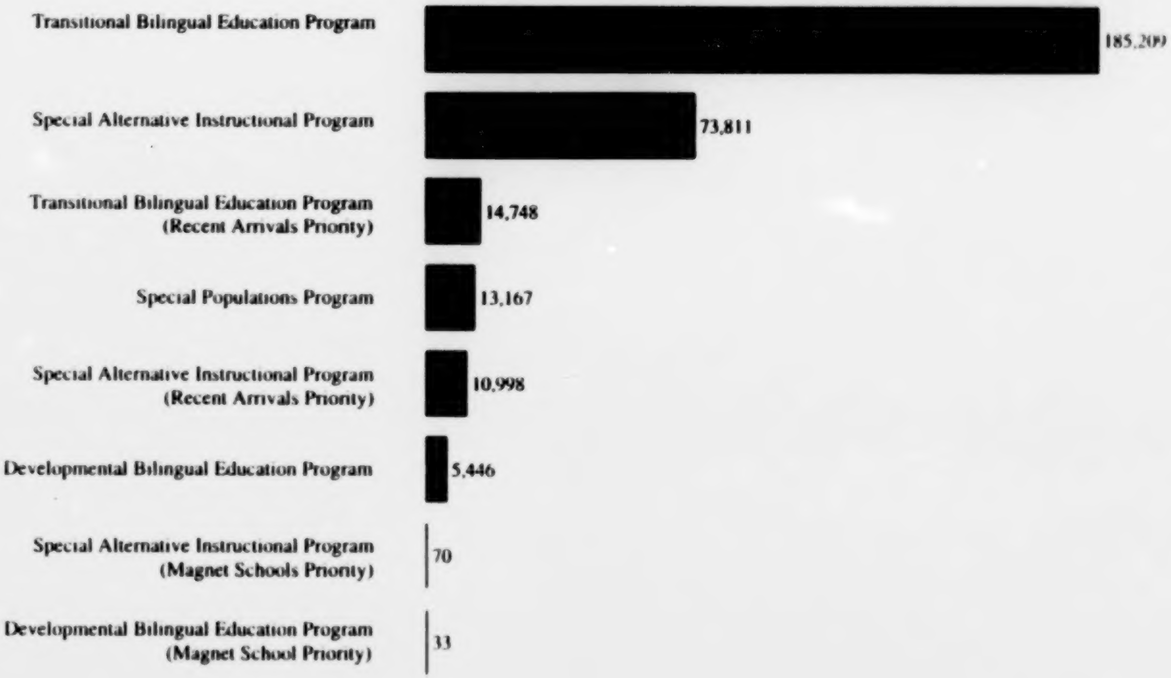
Notes: Figure 1

Figure 1 presents the number of LEP students served in the Part A programs that provide direct instructional services to students.

FIGURE 1

Total Number of LEP Students Served: FY92 Title VII Part A Programs

(Source: FY92 Title VII Applications)



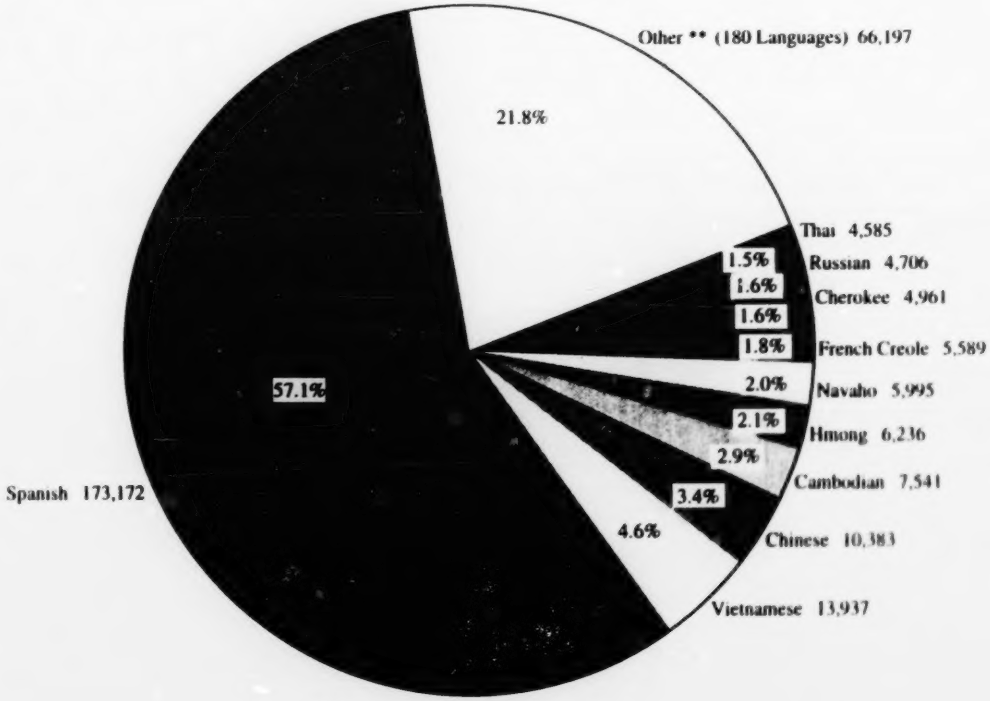
Notes: Figure 2

Figure 2 displays data on the number and percentage of LEP students within the most common language groups served by Title VII Part A programs.

FIGURE 2

Number of LEP Students Served in Most Common Language Groups: * FY92 Title VII Part A Programs

(Source: FY92 Title VII Applications)



* The language categorizations used follow the U.S. Bureau of the Census, Population Division, language code lists (1990 Census, Appendix I).

** Of the remaining 180 languages, the 10 most frequent non-English languages are: Korean, Tagalog, Arabic, Dakota, Portuguese, Choctaw, Hindi, Farsi, Japanese, and Blackfoot.

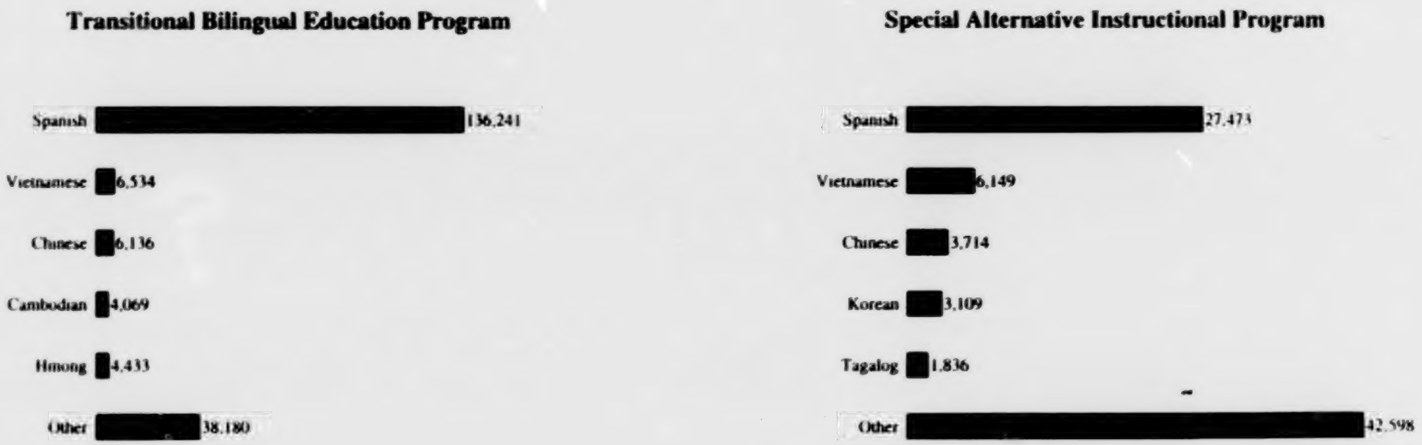
Notes: Figure 3

The number of LEP students within the five most common languages served by each Title VII Part A program category is presented in Figure 3. In this figure, data for the Recent Arrivals Priority and Magnet Schools Priority programs have been included within the data for the relevant program categories (TBE, SAIP, DBE).

FIGURE 3

Number of LEP Students Within Five Most Common Languages Served by Specific Programs: * FY92 Title VII Part A Programs

(Source: FY92 Title VII Applications)

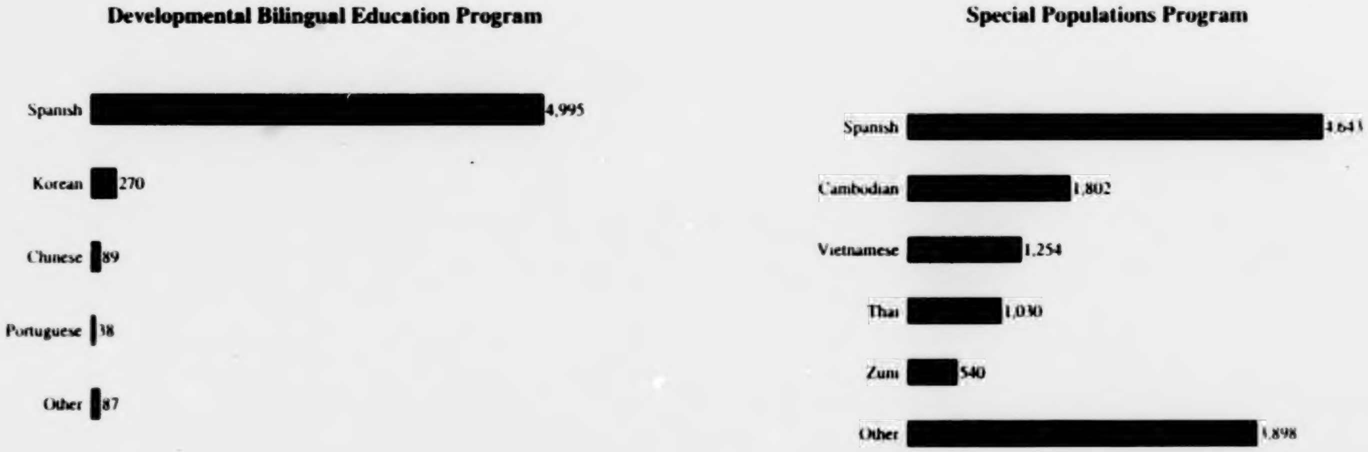


Transitional Bilingual Education Program

Special Alternative Instructional Program

continued

FIGURE 3
(Continued)



- The language categorizations used follow the U.S. Bureau of the Census, Population Division, language code lists (1990 Census, Appendix I).

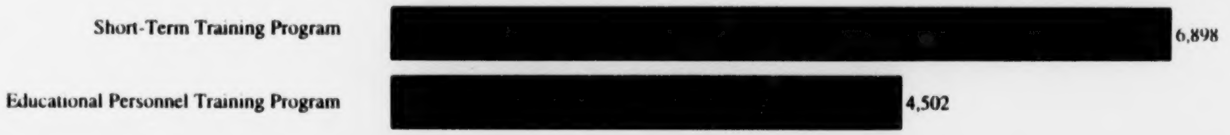
Notes: Figure 4

Figure 4 presents the number of participants served by the Short-Term Training and Educational Personnel Training Programs.

FIGURE 4

Total Number of Participants:
FY92 Title VII Part C Programs

(Source: FY92 Title VII Applications)



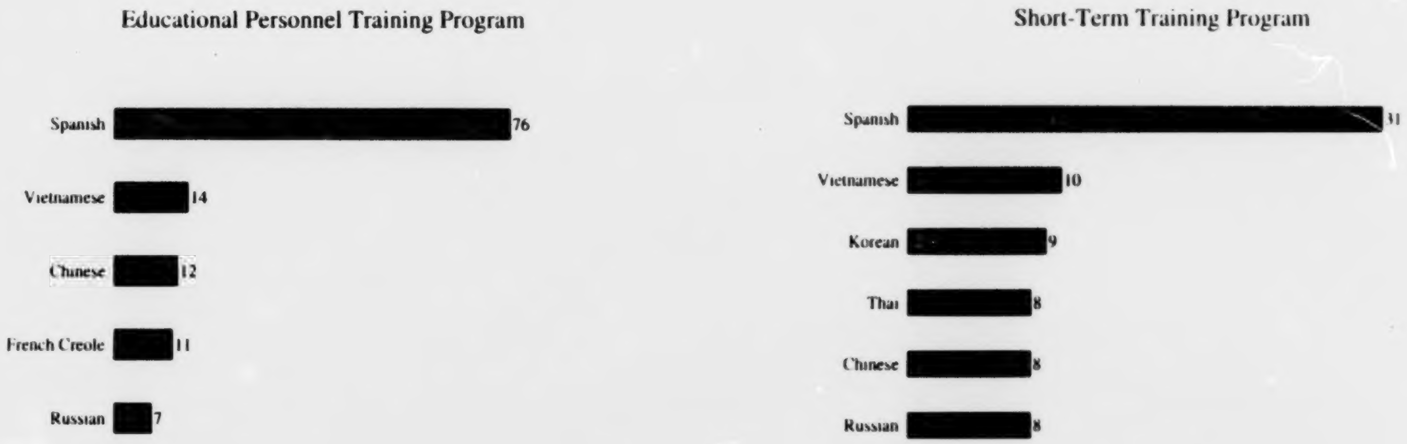
Notes: Figure 5

Figure 5 displays data on the most common language groups served by Short-Term Training and Educational Personnel Training projects. The languages shown represent the five most common language groups indicated in the Part C project applications as those which the participants will be prepared to serve.

FIGURE 5

Number of Projects Serving Specific Language Groups: FY92 Title VII Part C Programs *

(Source: FY92 Title VII Applications)



Educational Personnel Training Program

Short-Term Training Program

Total Projects: 95
Projects Providing Data: 86

Total Projects: 38
Projects Providing Data: 36

* The languages shown represent the five most common language groups indicated in the Part C project applications as languages that participants will be trained to serve. Projects may prepare participants to serve more than one language group.

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Title VII Services to Native American Students: FY92 Title VII Part A Programs

Short Turnaround Report, No. 24

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Submitted:

January 14, 1994

Title VII Services to Native American Students: FY92 Title VII Part A Programs

The following report provides information on projects, students and funding for Title VII Part A projects serving Native American students. Throughout this report, the term "Native American" is used to refer to students from Native American language backgrounds and Alaskan Native language backgrounds. In FY92, Native American students were served by projects within the following four programs: Transitional Bilingual Education, Special Alternative Instructional, Special Alternative Instructional (Recent Arrivals Priority), and Special Populations. The data in this report are based on application data from 830 (93.8%) of the total 885 projects that were funded in FY92 in these four programs.

Notes: Figure 1

Figure 1 presents the number of projects serving Native American students. Overall, 188 serve one or more Native American students. Of those projects serving Native American students, 102 (54.3%) serve Native American students only.

TABLE 1

Number of Projects Serving Native American Students by Program Type*: FY92 Title VII Part A Programs

(Source: FY92 Title VII Application Database)

Program Type	Total Number of Projects	Number of Projects Serving Native American Students	Number of Projects Serving Only Native American Students
Transitional Bilingual Education			
Regular	497	109	66
Special Alternative Instructional			
Recent Arrivals Priority	28	2	1
Regular	261	65	28
Special Populations	47	12	7
Total	**830**	**188**	**102**

* The data in this table are based on 830 (93.8%) of the 850 projects in the Transitional Bilingual Education, Special Alternative Instructional, Special Alternative Instructional (Recent Arrivals Priority) and Special Populations programs. There were no Native American students in the following programs: Developmental Bilingual Education, Developmental Bilingual Education (Magnet Schools Priority), Special Alternative Instructional (Magnet Schools Priority), and Transitional Bilingual Education (Recent Arrivals Priority). The Academic Excellence and Family English Literacy programs do not directly serve students. Native American refers to both Native American and Alaskan Native students.

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Notes: Figure 2

Figure 2 displays data on the number of Native American students served by Title VII Part-A programs. Overall, 31,701 of the students served were Native American. Of those Native American students, 26,517 (83.6%) were LEP students. The Transitional Bilingual Education Program served the largest number of Native American students (20,904 LEP and non-LEP).

TABLE 2

Number of Native American Students Served by Program Type*: FY92 Title VII Part A Programs

(Source: FY92 Title VII Application Database)

Program Type	Total Number of Students	Number of Native American LEP Students	Number of Native American Non-LEP Students	Total Number of Native American Students
Transitional Bilingual Education				
Regular	217,457	17,176	3,728	20,904
Special Alternative Instructional				
Regular	86,930	7,401	1,011	8,412
Recent Arrivals Priority	11,068	376	0	376
Special Populations	14,823	1,564	445	2,009
Total	**330,278**	**26,517**	**5,184**	**31,701**

* The data in this table are based on 830 (93.8%) of the total 885 projects in the Transitional Bilingual Education, Special Alternative Instructional, Special Alternative Instructional (Recent Arrivals Priority), and Special Populations programs. There were no Native American students in the following programs: Developmental Bilingual Education, Developmental Bilingual Education (Magnet Schools Priority), Special Alternative Instructional (Magnet Schools Priority), and Transitional Bilingual Education (Recent Arrivals Priority). The Academic Excellence and Family English Literacy programs do not directly serve students. Native American refers to both Native American and Alaskan Native students.

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Notes: Figure 3

The amount of funding for Part A projects serving Native American students is presented in Figure 3. The amounts directed toward Native American students are calculated based on the amount of obligated funds per student within each program multiplied by the number of Native American students served. Approximately $16.9 million of obligated funds was used by projects to serve Native American students. This represents 14 percent of the total $121.4 million in obligated funds for the four programs that serve Native American students, and approximately 12 percent of total Part A obligated funds. The Transitional Bilingual Education Program directed the largest amount of funding toward services to Native American students ($11,448,073), followed by the Special Alternative Program ($3,871,420) and the Special Populations Program ($1,387,207).

TABLE 3

Obligated Amounts for Projects Serving Native American Students by Program Type*: FY92 Title VII Part A Programs

(Source: FY92 Title VII Application Database)

Program Type	Total Obligated Amount	Obligated Amount for Native American LEP Students	Obligated Amount for Native American Non-LEP Students	Obligated Amount for Native American Students
Transitional Bilingual Education				
Regular	$77,009,662	$9,777,011	$1,671,062	$11,448,073
Special Alternative Instructional				
Regular	$32,078,037	$3,461,485	$409,934	$3,871,420
Recent Arrivals Priority	$4,332,304	$165,180	0	$165,180
Special Populations	$7,939,149	$1,210,846	$176,362	$1,387,207
Total	**$121,359,152**	**$14,614,522**	**$2,257,358**	**$16,871,880**

* The data in this table are based on 830 (93.8%) of the total 885 projects in the Transitional Bilingual Education, Special Alternative Instructional, Special Alternative Instructional (Recent Arrivals Priority), and Special Populations programs. There were no Native American students in the following programs: Developmental Bilingual Education, Developmental Bilingual Education (Magnet Schools Priority), Special Alternative Instructional (Magnet Schools Priority), and Transitional Bilingual Education (Recent Arrivals Priority). The Academic Excellence and Family English Literacy programs do not directly serve students. Native American refers to both Native American and Alaskan Native students.

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Number of Projects Serving Specific Grade Ranges: FY92 Title VII Part A Programs

Short Turnaround Report, No. 25

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(Contract # T292001001)

Submitted:

January 24, 1994

Number of Projects Serving Specific Grade Ranges: FY92 Title VII Part A Programs

The following report presents data on the grade ranges served by FY92 Title VII Part A programs. Figure 1 presents the grade levels served by Transitional Bilingual Education projects. The grade levels served by Developmental Bilingual Education projects are presented in Figure 2. Figure 3 presents the grade levels served by Special Alternative Instructional projects. Figure 4 provides data on the grade levels served by projects within the Special Populations projects.

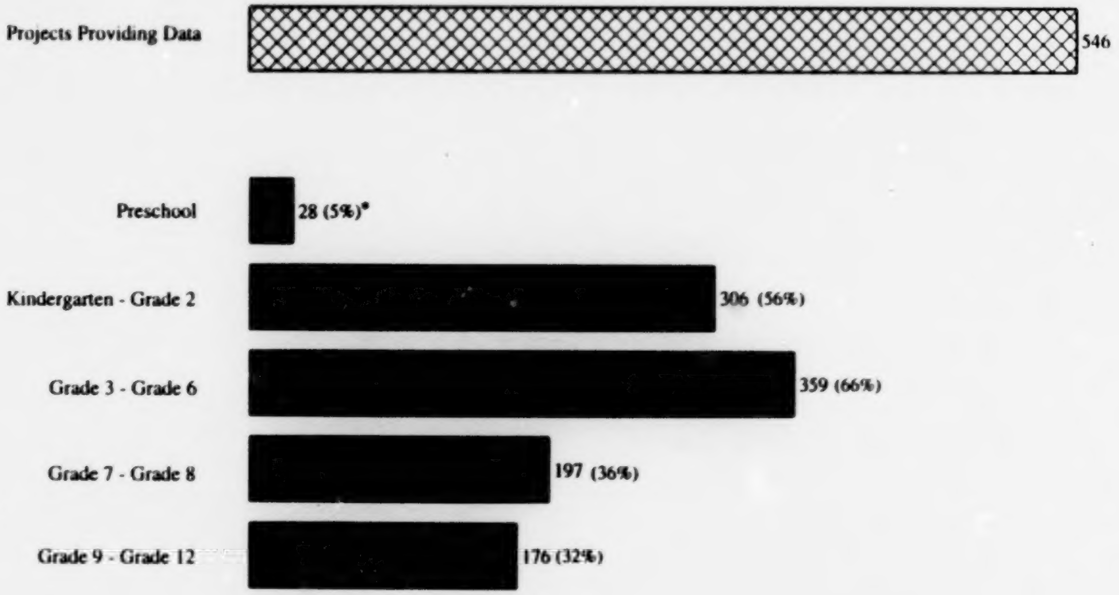
Notes: Figure 1

Figure 1 presents data on the grade levels served by projects within the Transitional Bilingual Education Program. Transitional Bilingual Education projects most frequently served elementary grade level students, especially students in grades 3-6 (359 projects).

FIGURE 1

Number of Projects by Grade Range: FY92 Title VII Transitional Bilingual Education Program

(Source: FY92 Title VII Applications)



- The percentages are based on the projects providing data. The total number of Transitional Bilingual Education (TBE) projects is 580, including 111 TBE Recent Arrivals projects. Thus the number providing data is 94.1% of all TBE projects.

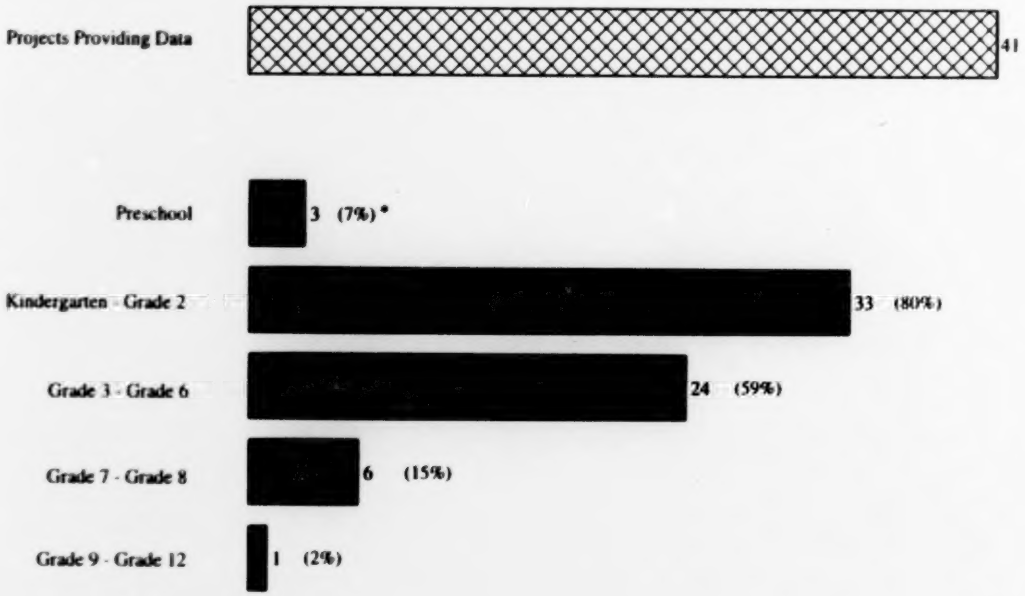
Notes: Figure 2

The grade levels served by Developmental Bilingual Education projects are presented in Figure 2. Developmental Bilingual Education projects most frequently served elementary grade level students, especially students in Kindergarten through grade 2.

FIGURE 2

Number of Projects by Grade Range: FY92 Title VII Developmental Bilingual Education Program

(Source: FY92 Title VII Applications)



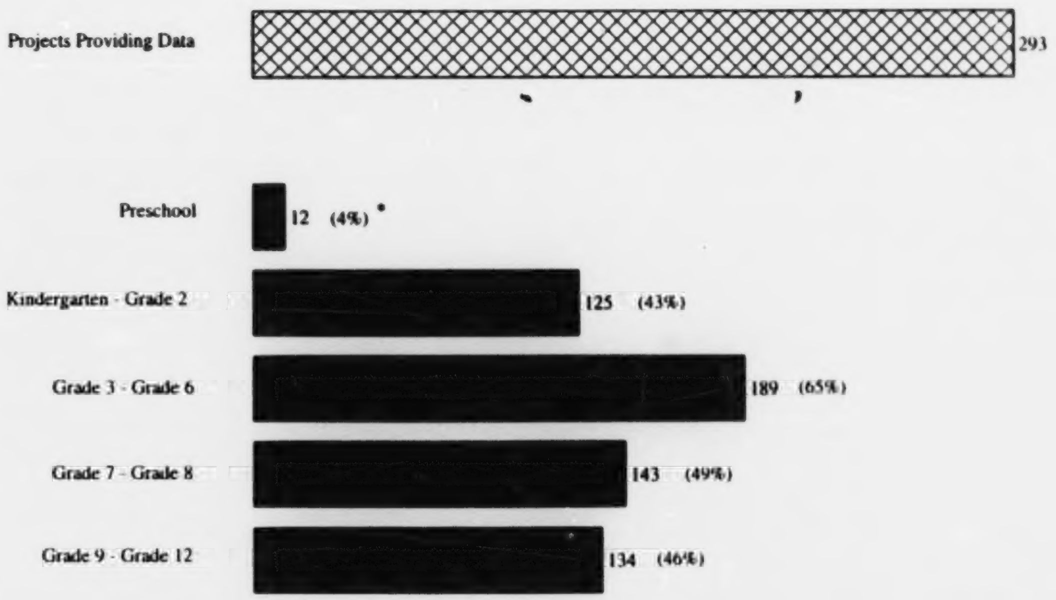
- The percentages are based on the projects providing data. The total number of Developmental Bilingual Education (DBE) projects is 44, including 2 DBE Magnet projects. Thus the number providing data is 93.2% of all Developmental Bilingual Education projects.

Notes: Figure 3

Figure 3 presents the grade levels served by Special Alternative Instructional projects. Grades 3 through 6 were the grade levels most frequently served by Special Alternative Instructional projects.

FIGURE 3
Number of Projects by Grade Range: FY92 Title VII Special Alternative Instructional Program

(Source: FY92 Title VII Applications)



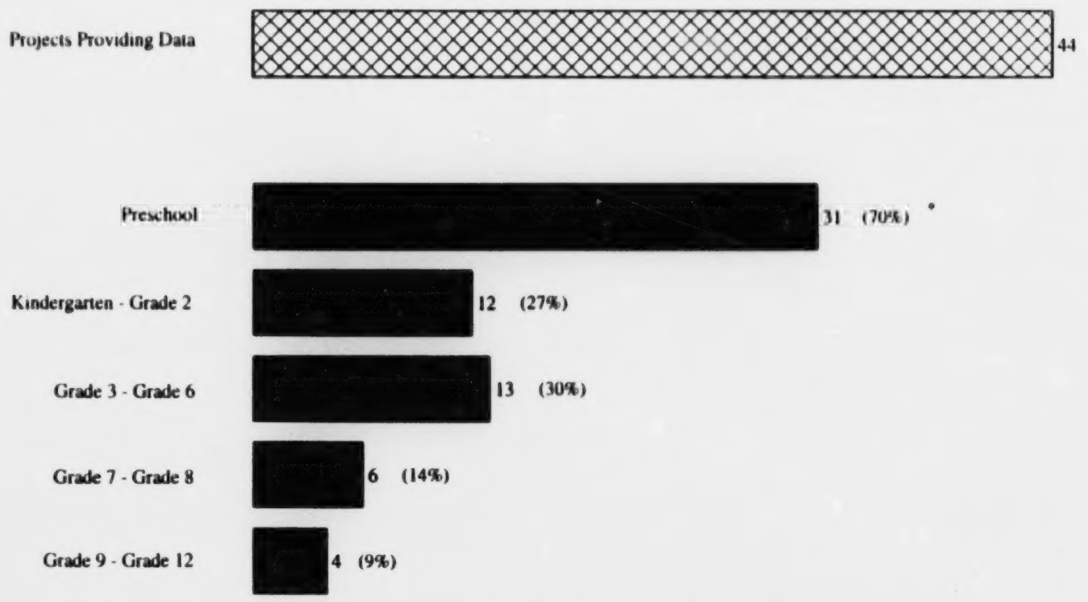
* The percentages are based on the projects providing data. The total number of Special Alternative Instructional (SAIP) projects is 309, including 72 TBE Recent Arrivals projects and 2 TBE Magnet projects. Thus the number providing data is 94.8% of all SAIP projects.

Notes: Figure 4

Figure 4 presents the grade levels served by Special Populations projects. Most of the projects (70 percent) served preschool students.

FIGURE 4
Number of Projects by Grade Range:
FY92 Title VII Special Populations Program

(Source: FY92 Title VII Applications)



* The percentages are based on the projects providing data. The total number of Special Populations projects is 47, thus the number providing data is 93.6% of all Special Populations projects.

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Low-Income Students Served: FY92 Title VII Part A Programs

Short Turnaround Report, No. 26

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Submitted:

February 1, 1994

Low-Income Students and Low-Income LEP Students

This report provides data on FY92 Title VII funded Part A projects serving students from low-income families. Projects which did not provide valid data on number of low-income students in the grant applications were excluded from the analysis. Projects in the Family English Literacy and the Academic Excellence programs were not included in the report since they do not directly serve students.

Notes: Table 1

The data in Table 1 describe low-income students, LEP and non-LEP, as a percentage of all students in the districts served by the Part A funded projects. The figures in the Mean Percentage column represent the average percentage of low-income students among all students enrolled in the districts served by Part A programs. Of the total 980 FY92 Title VII Part A projects, 872 projects provided valid data on low-income students in their grant applications.

As the table shows, the projects within the Transitional Bilingual Education program served districts which enrolled the highest percentage (50.2%) of low-income students, followed by the Special Populations program (46.0%) and the Developmental Bilingual Education program (42.8%). Overall, low-income students represented 45.7 percent of all students enrolled in districts served by the Part A programs.

TABLE 1

Low-Income Students as a Percentage of All Students in Districts Receiving Title VII Grants: FY92 Title VII Part A Programs*

(Source: FY92 Title VII Applications)

Program Type**	Mean Percentage
Transitional Bilingual Education	50.2
Developmental Bilingual Education	42.8
Special Alternative Instructional	37.9
Special Populations	46.0
Total	**45.7**

* The data in this table are based on 509 (91%) of the total 560 Transitional Bilingual Education projects, 41 (95%) of the total 43 Developmental Bilingual Education projects, 279 (90%) of the total 309 Special Alternative Instructional Education projects, and 43 (91%) of the total 47 Special Populations projects.

** The Transitional Bilingual Education program also includes Transitional Bilingual Education Recent Arrivals Priority projects, the Developmental Bilingual Education program also includes Developmental Bilingual Education Magnet School Priority projects; and the Special Alternative Instructional program also includes Special Alternative Instructional Magnet School Priority and Recent Arrivals Priority projects.

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Notes: Table 2

Table 2 describes data on low-income LEP students as a percentage of all LEP students served by Title VII Part A programs, as shown in the Mean Percentage column. The table includes 712 Part A projects which gave valid data on low-income LEP students in their grant applications.

As the table shows, the projects within the Special Populations program showed the highest average percentage (85.7%) of low-income LEP students served, followed by the Transitional Bilingual Education program (83.3%) and the Developmental Bilingual Education program (71.5%). Overall, low-income LEP students represented 78.8 percent of all LEP students served.

TABLE 2

Low-Income LEP Students as a Percentage of All Students Served: FY92 Title VII Part A Programs*

(Source: FY92 Title VII Applications)

Program Type	Mean Percentage
Transitional Bilingual Education	83.3
Developmental Bilingual Education	71.5
Special Alternative Instructional	70.8
Special Populations	85.7
Total	**78.8**

* The data in this table are based on 420 (75%) of the total 560 Transitional Bilingual Education projects, 26 (60%) of the total 43 Developmental Bilingual Education projects, 236 (76%) of the total 309 Special Alternative Instructional projects, and 30 (64%) of the total 47 Special Populations projects.

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Projections of the Numbers of Students and Participants Served: FY92 Title VII Part A and Part C Programs

Short Turnaround Report, No. 27

Prepared by:

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(Contract # T292001001)

Submitted:

February 7, 1994

Projections of the Numbers of Students and Participants Served: FY92 Title VII Part A and Part C Programs

This report presents projections of the total numbers of students and participants served by Title VII programs in FY92. The results are based on data from verification interviews conducted with project directors of Title VII projects. Interviews were completed with project directors of 1184 (97 percent) of the 1222 projects which were funded in FY92. This report makes projections about program totals by imputing values for the projects which did not respond to the interview.

There were a number of different approaches which could have been used for making such projections, each of which would have produced somewhat different estimates. The method chosen for this report involved the creation and use of nonresponse weights within program categories. The categories used in this report involved specific programs and the year of funding within those programs. Based on earlier analyses of the interview data, it appeared that first year projects served significantly different numbers of students and participants than did continuing projects. Nonresponse weights were therefore calculated separately for first year and continuing projects within each program category.

The nonresponse weights were calculated by dividing the total number of projects in a category by the number of projects with interview data. Nonresponse weights ranged from 1.000 (no weight adjustment) to 1.077. By applying these weights, the weighted number of cases in the interview data file equaled 1222, the total number of funded projects.

For Part A projects, adjustments were also required due to item nonresponse to the items concerning number of LEP students served. Twelve respondents either could not provide complete information on these items or their responses were deleted because they were inconsistent with other items. Thus, item nonresponse adjustments were made using the same categories and methods as for survey nonresponse. The item nonresponse adjustment within a category was calculated by dividing the number of survey respondents within a category by the number of respondents with a valid answer to the item. Item nonresponse adjustments ranged from 1.000 (no adjustment) to 1.084. The weights which were used for these items represented the products of the survey and item nonresponse weights. These weights ranged from 1.000 to 1.167. No item nonresponse adjustments were required to develop estimates of the number of participants in the Family English Literacy and Part C training programs.

Notes: Table 1

Table 1 shows the projected numbers of LEP students served by Title VII Part A programs in FY92 based on verification data. The projected total number of LEP students served was 310,916, of which 203,703 (66 percent) were in Transitional Bilingual Education projects and 74,083 (24 percent) were in Special Alternative Instructional projects.

260

TABLE 1

Projected Number of LEP Students Served*: FY92 Title VII Part A Programs

(Source: FY92 Title VII Verification Database)

Program Type	Total Number of LEP Students
Transitional Bilingual Education	
Regular	203,703
Recent Arrivals**	12,254
Developmental Bilingual Education	
Regular	5,051
Magnet Schools**	57
Special Alternative Instructional	
Regular	74,083
Magnet Schools**	178
Recent Arrivals**	7,070
Special Populations	8,520
Total	**310,916**

* The data in this table are based on 936 (95.5%) of the 980 total Part A projects.

** The totals for these programs are not projections. They are based on responses from all relevant projects.

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Notes: Table 2

Table 2 show the projected number of participants in the Family English Literacy, Short-Term Training, Educational Personnel Training, and Bilingual Education Fellowship programs. The projected total number of participants across these four programs was 18,409.

TABLE 2

Projected Number of Participants Served*: FY92 Title VII Programs

(Source: FY92 Title VII Verification Database)

Program Type	Total Number of Participants
Family English Literacy	7,721
Educational Personnel Training	5,476
Short-Term Training**	4,846
Bilingual Education Fellowship	366
Total	**18,409**

* The data in this table are based on 214 (97.3%) of the 220 total Part C projects.

** The total for this program is not a projection. It is based on responses from all relevant projects.

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FY92 Total Obligated Amount Per Student for Title VII Part A Programs

Short Turnaround Report, No. 28

Prepared by:
Special Issues Analysis Center

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(Contract # T292001001)

Submitted:

February 10, 1994

FY92 Total Obligated Amount Per Student for Title VII Part A Programs

This report is in response to a request for information about the total amount of funding per student for FY92 Title VII Part A programs. Amount of funding per student was calculated in two ways, first based on total students served (LEP and non-LEP), and, second based on the number of LEP students only. Table 1 presents the amount of funding per student in Part A programs. Table 2 presents the amount of funding per LEP student for Part A programs.

The amount per student for the Developmental Bilingual Education Program showed the greatest difference when calculated by the two different methods. This was to be expected, given that Developmental Bilingual Education projects are designed to include both LEP and non-LEP students.

Notes: Table 1

Table 1 shows the amount of funding per student in FY92 Title VII Part A programs. The Developmental Bilingual Education program had the largest funding amount per student ($692), followed by the Special Populations program ($536) and the Special Alternative Instructional program ($375). The average amount of funding for students in all Part A projects was $380.

TABLE 1

Amount Per Student by Program Type*: FY92 Title VII Part A Programs

Program	Total Obligated Amount	Number of Students	Amount Per Student
Transitional Bilingual Education Program	$84,569,232	235,789	$359
Developmental Bilingual Education Program	$7,196,034	10,397	$692
Special Alternative Instructional Program	$36,770,225	98,068	$375
Special Populations Program	$7,939,149	14,823	$536
TOTAL	**$136,474,640**	**359,077**	**$380**

* The data in this table are based on 919 (93.8%) of the total 980 Part A projects, excluding the Academic Excellence and Family English Literacy Programs. The average dollar amount is based on the total number of students (LEP and non-LEP) served.

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Notes: Table 2

Table 2 shows the amount of funding per student for FY92 Title VII Part A programs calculated on the basis of number of LEP students served only. The Developmental Bilingual Education program had the largest funding amount per LEP student served ($1,313), as would be expected, given that this program is designed to serve both LEP and non-LEP students. The next largest amounts per LEP students are within the Special Populations program ($603) and the Special Alternative Instructional program ($433). The average amount of funding per LEP student in all Part A projects was $450. Excluding the Developmental Bilingual Education program, the average amount of funding per LEP student in all Part A projects was $407.

TABLE 2

Amount Per LEP Student by Program Type*: FY92 Title VII Part A Programs

Program	Total Obligated Amount	Number of LEP Students	Amount Per LEP Student
Transitional Bilingual Education Program	$84,569,232	199,957	$423
Developmental Bilingual Education Program	$7,196,034	5,479	$1,313
Special Alternative Instructional Program	$36,770,225	84,879	$433
Special Populations Program	$7,939,149	13,167	$603
TOTAL	$136,474,640	303,482	$450

* The data in this table are based on 919 (93.8%) of the total 980 Part A projects, excluding the Academic Excellence and Family English Literacy Programs. The average dollar amount is based on the number of LEP students served.

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Special Issues Analysis Center

Overview of Obligated Funding: FY93 Title VII Part A and Part C Programs

Short Turnaround Report, No. 29
(Final)

Prepared by:

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(Contract # T292001001)

Submitted:

March 31, 1994

Overview of Obligated Funding: FY93 Title VII Part A and Part C Projects

The following report presents data on the total obligated amount of funding for new and continuing FY93 Title VII Part A and Part C funded projects. In addition, it also provides data on the mean grant amount by program type for FY93 Title VII Part A and Part C grants.

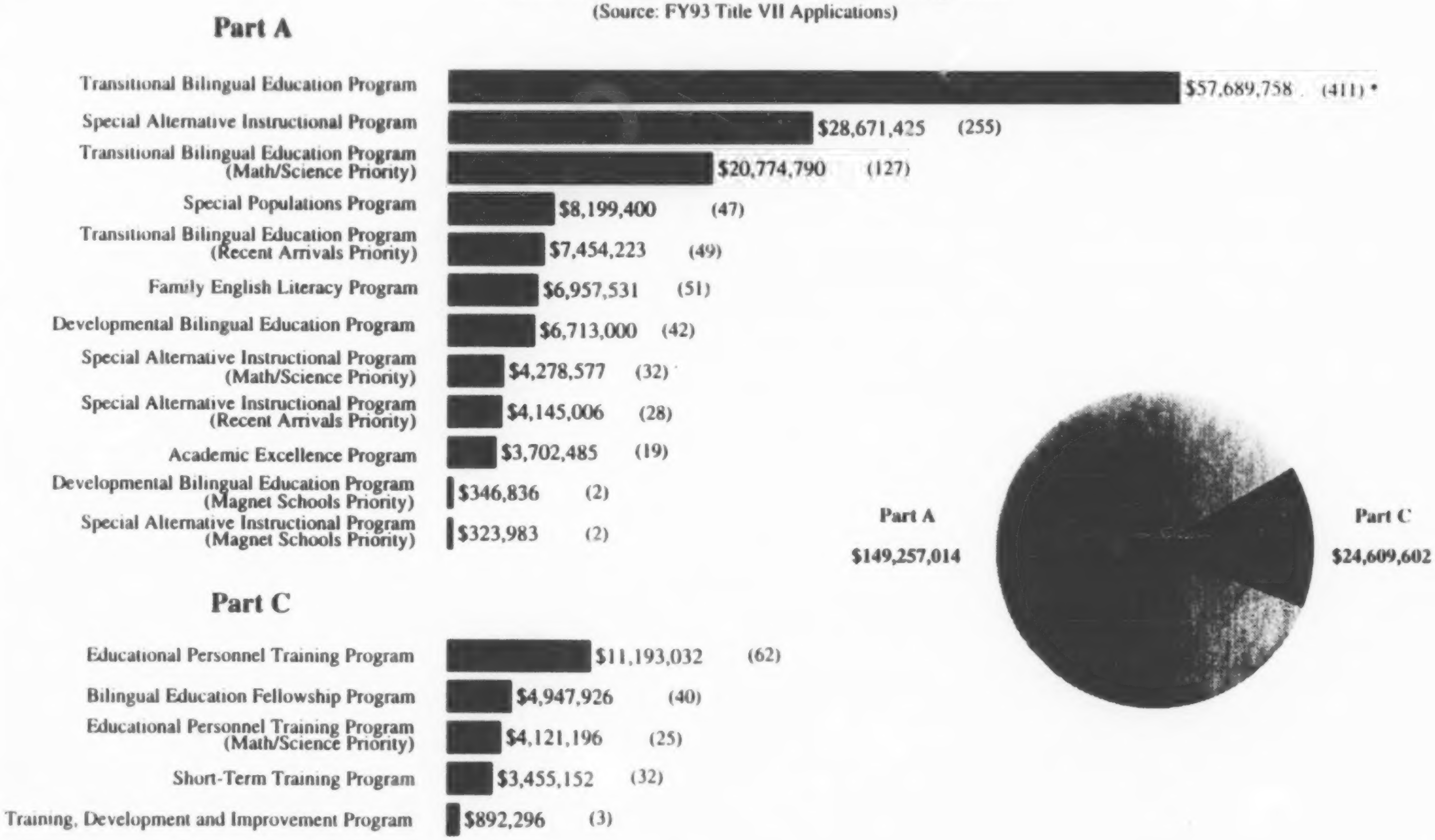
Notes: Figure 1

Figure 1 presents the funding amounts for all Part A and Part C projects. Part A programs received over $149 million in FY[illegible] while Part C programs received approximately $24.6 million. The Transitional Bilingual Education Program received the largest amount of funding ($57.7 million), followed by the Special Alternative Instructional Program ($28.7 million) and the Transitional Bilingual Education Program (Math/Science Priority) ($20.8 million). The Educational Personnel Training Program received the largest amount of funding ($11.2 million) for Part C Programs.

FIGURE 1

Total Obligated Funds by Program Type: FY93 Title VII Part A and Part C Programs

(Source: FY93 Title VII Applications)



* The number in parentheses represents the total number of funded projects by program for FY93.

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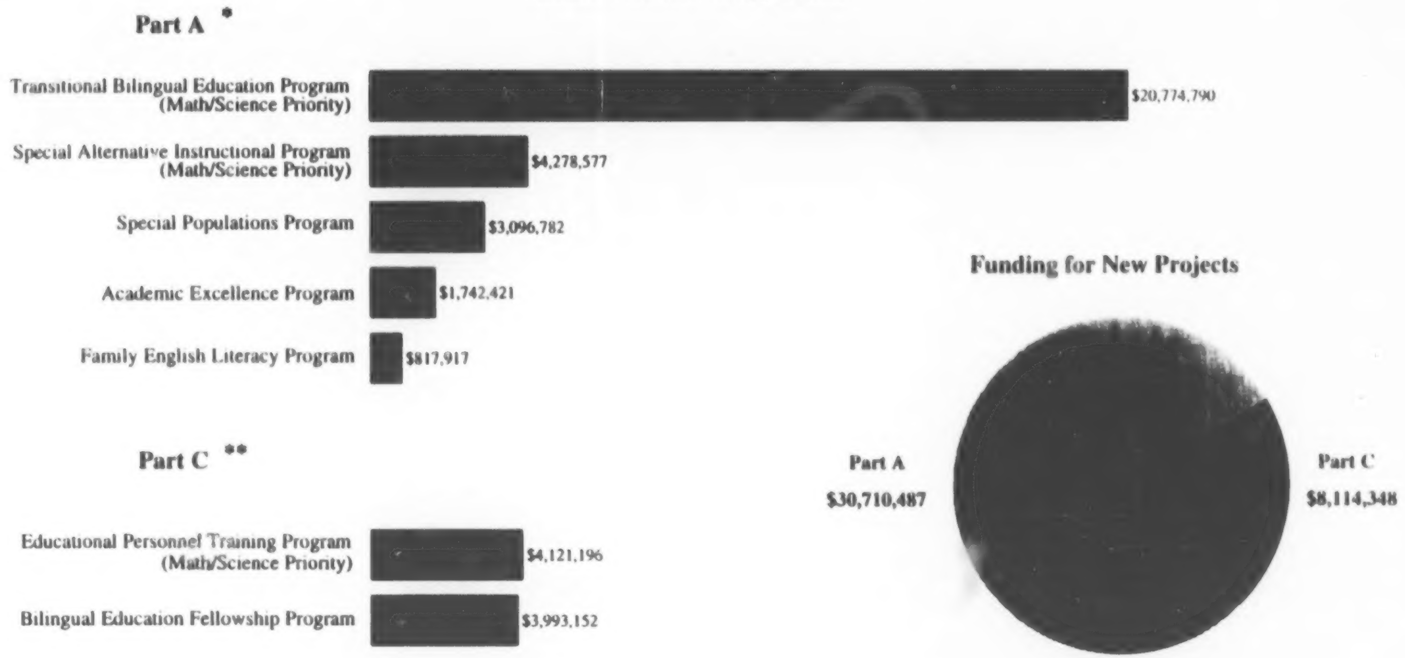
Notes: Figure 2

Figure 2 shows the amount of total obligated funds for new Part A and Part C grants. About $30.7 million were awarded to new Part A projects. Of all Part A programs, the Transitional Bilingual Education Program (Math/Science Priority) received the largest amount of funding ($20.8 million) for new projects, followed by the Special Alternative Instructional Program (Math/Science Priority) ($4.5 million) and the Special Populations Program ($3.1 million). The Family English Literacy Program received the smallest amount of funding ($0.8 million) for new projects. Approximately $8.1 million was awarded to new Part C projects. The Educational Personnel Training Program (Math/Science Priority) received $4.1 million in funding for new projects and the Bilingual Education Fellowship Program received more than $3.9 million.

FIGURE 2

Total Obligated Funds by Program Type: FY93 Title VII New Part A and Part C Programs

(Source: FY93 Title VII Applications)



* There were no new funded Part A grants in the following categories: Transitional Bilingual Education Program (Regular), Developmental Bilingual Education Program (Regular), Developmental Bilingual Education Program (Magnet Schools Priority), Special Alternative Instructional Program (Regular) Special Alternative Instructional Program (Magnet Schools Priority), Transitional Bilingual Education Program (Recent Arrivals Priority), and Special Alternative Instructional Program (Recent Arrivals Priority).

** There were no new funded Part C grants in the following categories: Educational Personnel Training Program (Regular); Training, Development and Improvement Program; and Short-Term Training Program.

str29: 93grant db, da93nonf db

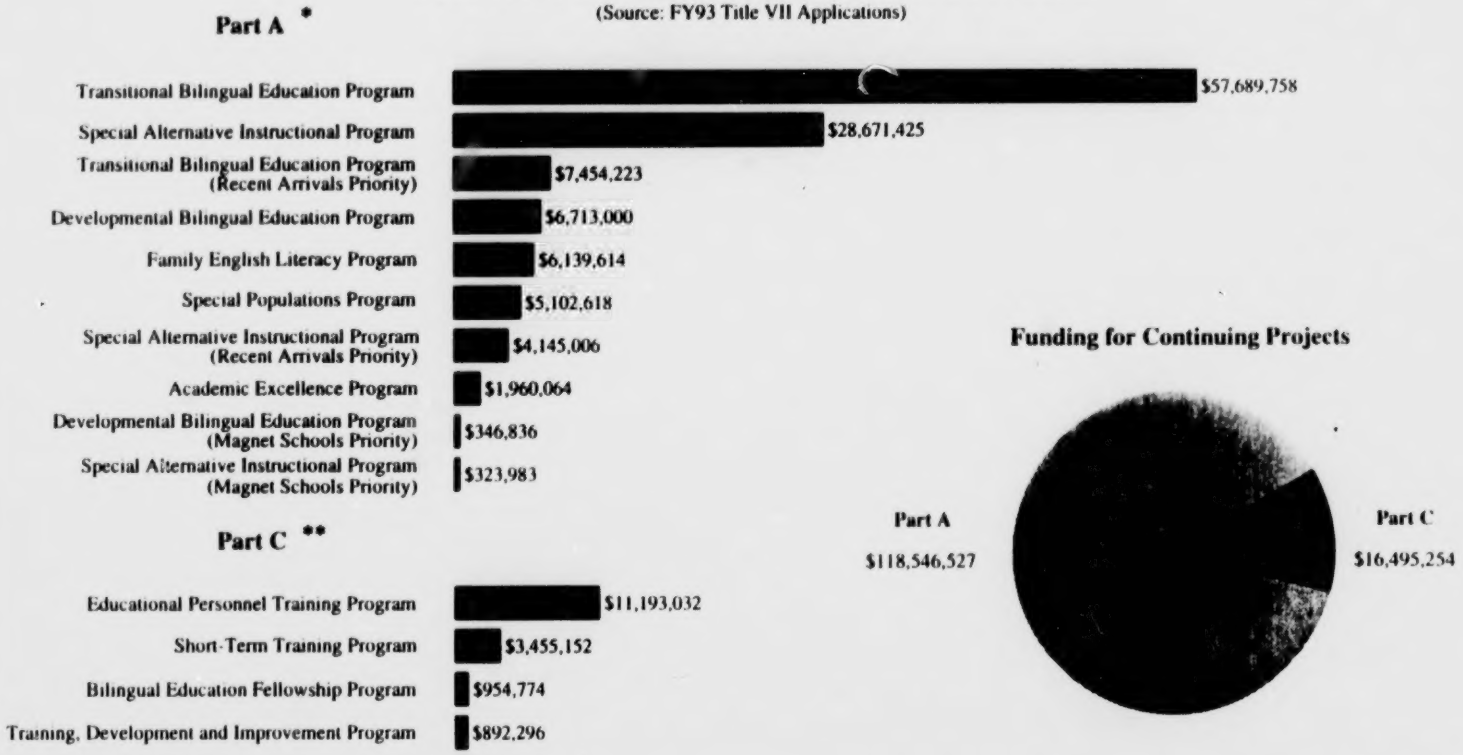
Notes: Figure 3

Figure 3 presents the amount of total obligated funds for continuing Part A and Part C grants. Among Part A programs, the Transitional Bilingual Education Program received the largest amount of funding ($57.7 million) for continuing projects, followed by the Special Alternative Instructional Program ($28.7 million) and the Transitional Bilingual Education Program (Recent Arrivals Priority) ($7.5 million). Of the Part C programs, the Educational Personnel Training Program received the largest amount of funding ($11.2 million) for continuing projects, followed by the Short-Term Training Program ($3.5 million) and the Bilingual Education Fellowship Program ($1.0 million).

FIGURE 3

Total Obligated Funds by Program Type: FY93 Title VII Continuing Part A and Part C Programs

(Source: FY93 Title VII Applications)



* There were no FY93 Title VII applications for continuing Part A grants in the categories of Transitional Bilingual Education Program (Math/Science Priority) and Special Alternative Instructional Program (Math/Science Priority) as these programs were initiated in the 1993-94 fiscal year.

** There were no FY93 Title VII applications for continuing Part C grant in the Educational Personnel Training Program (Math/Science Priority) because this program was initiated in the 1993-94 fiscal year.

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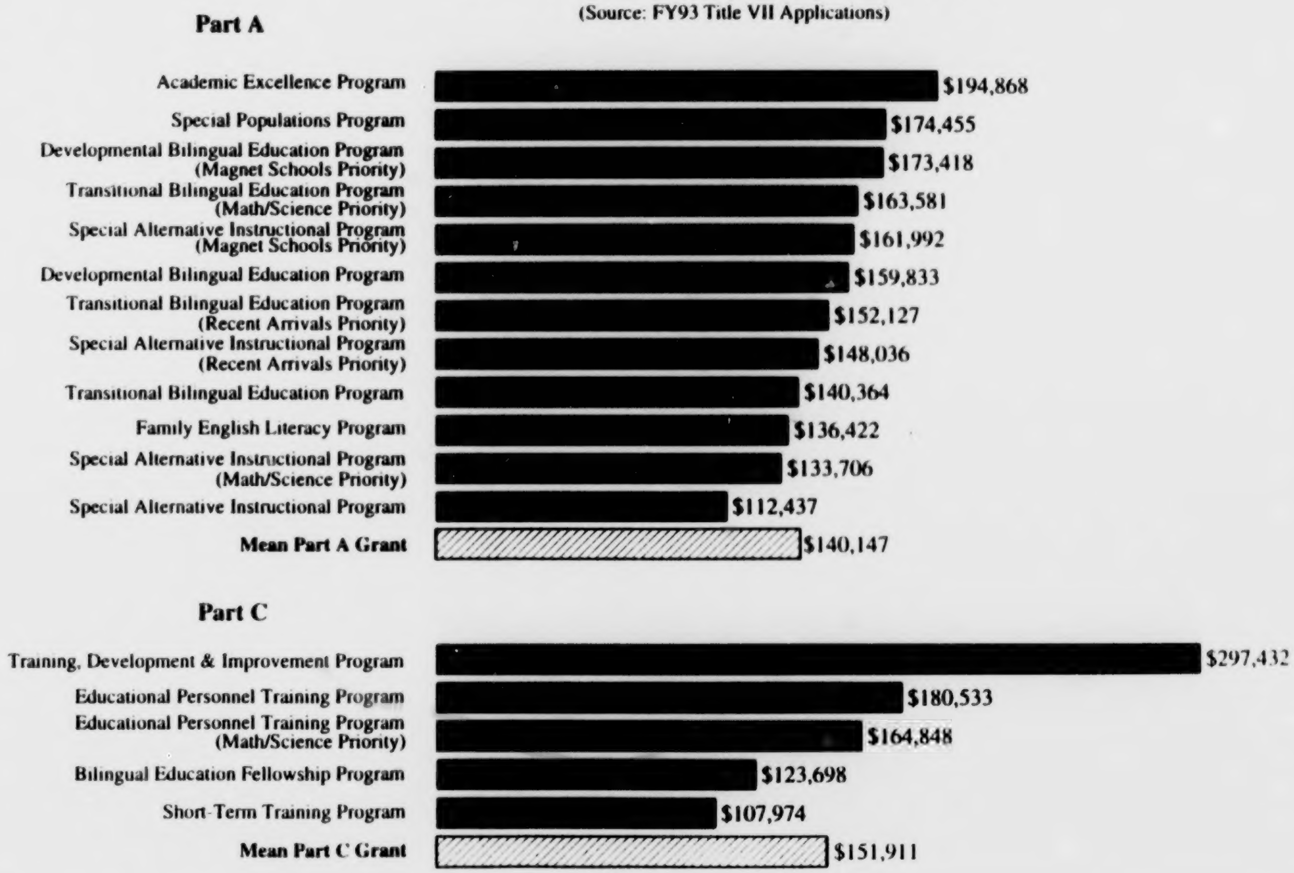
Notes: Figure 4

Figure 4 shows the mean grant amount for each Part A and Part C program. The mean grant amount for Part A programs was $140,147, while the mean grant amount for Part C programs was $151,911. The highest mean amount of obligated funds ($194,868) was found for projects within the Academic Excellence Program, while the lowest mean amount of obligated funds ($107,974) was found for projects within the Short-Term Training Program.

FIGURE 4

Mean Grant Amount by Program Type FY93 Title VII Part A and Part C Programs

(Source: FY93 Title VII Applications)



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LEP Students Served by Regular and Special Priority Programs: FY92 Title VII Part A Programs

Short Turnaround Report, No. 30

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(Contract # T292001001)

Submitted:

March 16, 1994

LEP Students Served by Regular and Special Priority Programs: FY92 Title VII Part A Programs

The following report provides data on numbers of LEP students served by FY92 Title VII Part A Programs. The data in this report present regular and special priority programs separately within each general program type (e.g. separate statistics are presented for the Transitional Bilingual Education - Recent Arrivals Priority and Transitional Bilingual Education - Regular programs). Table 1 displays the number of LEP students served by program type and funding status. Table 2 presents the number of LEP students served by program type and language group. The data are from the FY92 verification database, which updates the information provided on initial applications.

Notes: Table 1

Table 1 presents the number of LEP students served by program type and funding status. Overall, fewer LEP students were served in new projects (mean=230) than were served in continuing projects (mean = 350). The greatest number of LEP students were served in the Transitional Bilingual Education program - Regular (192,515) and the Special Alternative Instructional program - Regular (71,674).

TABLE 1

Number of LEP Students Served by Program Type and Funding Status*: FY92 Title VII Part A Programs

(Source: FY92 Title VII Verification Database)

Program Type	New N	New Mean	Continuing N	Continuing Mean	Total N	Total Mean
Transitional Bilingual Education						
Regular	28,158	266	164,357	410	192,515	380
Recent Arrivals Priority	8,669	234	3,585	299	12,254	250
Developmental Bilingual Education						
Regular	1,252	74	3,572	155	4,824	121
Magnet Schools Priority	0	0	57	29	57	29
Special Alternative Instructional						
Regular	19,253	221	52,421	285	71,674	264
Magnet Schools Priority	0	0	178	89	178	89
Recent Arrivals Priority	4,025	237	3,045	277	7,070	253
Special Populations	3,582	199	4,058	156	7,640	174
TOTAL	**64,939**	**230**	**231,273**	**350**	**296,212**	**314**

* The data in this table are based on 507 (95.5%) of the total 531 funded Transitional Bilingual Education - Regular projects; 49 (100%) of the total 49 funded Transitional Bilingual Education - Recent Arrivals Priority projects; 40 (95.2%) of the total 42 funded Developmental Bilingual Education - Regular projects; 2 (100%) of the total 2 funded Developmental Bilingual Education - Magnet Schools Priority projects; 271 (97.1%) of the total 279 funded Special Alternative Instructional - Regular projects; 2 (100%) of the total 2 funded Special Alternative Instructional - Magnet Schools Priority projects; 28 (100%) of the total 28 funded Special Alternative Instructional - Recent Arrivals Priority projects; and 44 (93.6%) of the total 47 funded Special Populations projects

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Notes: Table 2

Table 2 presents the number of LEP students served by program type and language group. The language groups were divided into the following four categories: Spanish, Ten Most Common Asian Languages (Chinese, Vietnamese, Hmong, Cambodian, Korean, Thai, Tagalog, Japanese, Miao-Yao, and Mandarin), Native American Languages, and Other Languages. Approximately 72% of all LEP students (186,783) served were of Spanish language background.

TABLE 2

Number of LEP Students Served by Program Type and Language Group*: FY92 Title VII Part A Programs

(Source: FY92 Title VII Verification Database)

Program Type	Spanish	Ten Most** Common Asian Languages	Native American Languages	Other Languages	Total
Transitional Bilingual Education					
Regular	131,177	22,640	12,319	8,745	174,881
Recent Arrivals Priority	8,705	1,546	10	1,557	11,318
Developmental Bilingual Education					
Regular	4,378	177	1	53	4,609
Magnet Schools Priority	57	0	0	0	57
Special Alternative Instructional					
Regular	34,664	12,035	3,372	6,426	56,497
Magnet Schools Priority	66	71	0	8	145
Recent Arrivals Priority	2,948	1,971	9	595	5,523
Special Populations	4,788	538	1,254	207	6,787
TOTAL	**186,783**	**38,978**	**16,965**	**17,591**	**260,317**

* The data in this table are based on 508 (95.7%) of the total 531 funded Transitional Bilingual Education - Regular projects; 48 (98.0%) of the total 49 funded Transitional Bilingual Education - Recent Arrivals Priority projects; 39 (92.9%) of the total 42 funded Developmental Bilingual Education - Regular projects; 2 (100%) of the total 2 funded Developmental Bilingual Education - Magnet Schools Priority projects; 271 (97.1%) of the total 279 funded Special Alternative Instructional - Regular projects; 2 (100%) of the total 2 funded Special Alternative Instructional - Magnet Schools Priority projects; 28 (100%) of the total 28 funded Special Alternative Instructional - Recent Arrivals Priority projects; and 44 (93.6%) of the total 47 funded Special Populations projects.

** The ten most common Asian languages include Chinese, Vietnamese, Hmong, Cambodian, Korean, Thai, Tagalog, Japanese, Miao-Yao, and Mandarin.

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Listing of Projects in the District of Columbia, Virginia, and Maryland: FY93 Title VII Part A Programs

Short Turnaround Report, No. 31

Prepared by:

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(Contract # T292001001)

Submitted:

April 28, 1994

Listing of Projects in the District of Columbia, Maryland, and Virginia: FY93 Title VII Part A Programs

This report provides a listing of Title VII Part A grant recipients in the District of Columbia, Maryland, and Virginia. The listing includes the grantee name, address, project award identification number(s), project director, and the telephone number. The projects are grouped by state and program type. Where multiple project award identification numbers are listed, the grantee has received more than one grant in FY93.

FY93 TITLE VII PART A PROGRAMS:
DISTRICT OF COLUMBIA

(Transitional Bilingual Education Program)

DISTRICT OF COLUMBIA PUBLIC SCHOOLS (T003A1[illegible]) (T003A90095)	LANGUAGE MINORITY AFFAIRS BRANCH ROOSEVELT SR. HIGH 3RD FLOOR ADMIN. UNIT 13TH AND UPSHUR, N.W. WASHINGTON DC 20011	IZQUIERDO, ELENA 202-576-8850

(Special Alternative Instructional Program)

DISTRICT OF COLUMBIA PUBLIC SCHOOLS (T003E00051) (T003E90041) (T003K30101)	DIVISION OF BILINGUAL EDUCATION ROOSEVELT SR. HIGH 3RD FLOOR ADMIN UNIT 13TH AND UPSHUR, N.W. WASHINGTON DC 20011	IZQUIERDO, ELENA 202-576-8850

(Special Populations Program)

THE ROSEMOUNT CENTER (T003L10022)	2000 ROSEMOUNT AVENUE, N.W. WASHINGTON DC 20010	DE CALDERON, JAN 202-265-9885

FY93 TITLE VII PART A PROGRAMS: MARYLAND

(Special Alternative Instructional Program)

BALTIMORE CITY PUBLIC SCHOOLS (T003N20057)	200 EAST NORTH AVENUE BALTIMORE MD 21202	HYMAN, CARL 410-396-8614
FREDERICK COUNTY PUBLIC SCHOOLS (T003E00110)	MARYLAND TRI-COUNTY ESOL PROJECT 115 EAST CHURCH STREET FREDERICK MD 21701	SMITH, SUSAN 301-694-1331
HARFORD COUNTY PUBLIC SCHOOLS (T003E90108)	OFFICE OF THE SUPERINTENDENT 45 EAST GORDON STREET BEL AIR MD 21014	BENNETT, HARVE 410-838-7300
HOWARD COUNTY PUBLIC SCHOOLS (T003E20018)	DIVISION OF SUPERVISION AND CURRICULUM 10910 ROUTE 108 ELLICOTT CITY MD 21042	CARR, CELESTINE 410-313-6633
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS (T003E90088)	OFFICE OF THE SUPERINTENDENT 5150 ANNAPOLIS ROAD BLADENSBURG MD 20710	NELSON, JOHN 301-985-5160
QUEEN ANNE'S COUNTY BOARD OF EDUCATION (T003E20052)	QUEENS ANNE'S COUNTY 202 CHESTERFIELD AVENUE CENTREVILLE MD 21617	GOLEBIEWSKA, TERESA 410-758-2403

FY93 TITLE VII PART A PROGRAMS: VIRGINIA

(Developmental Bilingual Education Program)

ARLINGTON PUBLIC SCHOOLS (T003C10001)	KEY ELEMENTARY SCHOOL 2300 N. KEY BLVD ARLINGTON VA 22201	PANFIL, KATHERINE 703-358-4210

(Special Alternative Instructional Program)

ARLINGTON PUBLIC SCHOOLS (T003E10002)	1426 N. QUINCY STREET ARLINGTON VA 22207	VIOLAND-SANCHEZ, E. 703-358-6095
FAIRFAX COUNTY PUBLIC SCHOOLS (T003N10015)	LACEY INSTRUCTIONAL CENTER 3705 CREST DRIVE ANNANDALE VA 22003	SPRAGUE, NANCY 703-876-8632

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Special Issues Analysis Center

Overview of FY93 Title VII Part A and Part C Grant Applications

Short Turnaround Report, No. 32

Prepared by:

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(Contract # T292001001)

Submitted:

May 10, 1994

Overview of FY93 Title VII Part A and Part C Grant Applications

This report reviews Fiscal Year 1993 Title VII Grant Applications for Part A and Part C programs (Part B programs are not included in this overview). In FY93, a total of 2,138 Part A and Part C applications were received by the Department of Education. Of these, 1,866 were applications for Part A programs and 272 were applications for Part C programs. There were 941 new grant applications and 1,197 continuing grant applications. In FY93 there were no new grant funds for the following programs: Transitional Bilingual Education (Regular); Transitional Bilingual Education (Recent Arrivals Priority); Developmental Bilingual Education (Regular); Developmental Bilingual Education (Magnet Schools Priority); Special Alternative Instructional (Regular); Special Alternative Instructional (Magnet Schools Priority); Special Alternative Instructional (Recent Arrivals Priority); Educational Personnel Training; Training, Development and Improvement; and Short-Term Training. However, new special Mathematics/Science program categories were initiated in FY93 for three programs: Transitional Bilingual Education, Special Alternative Instructional, and Educational Personnel Training.

In this report, Figures 1 through 3 provide data on all Part A and Part C grant applications overall. Figures 4 through 6 present data on Part A and Part C new grant applications, while Figures 7 through 9 present data on Part A and Part C continuing grant applications.

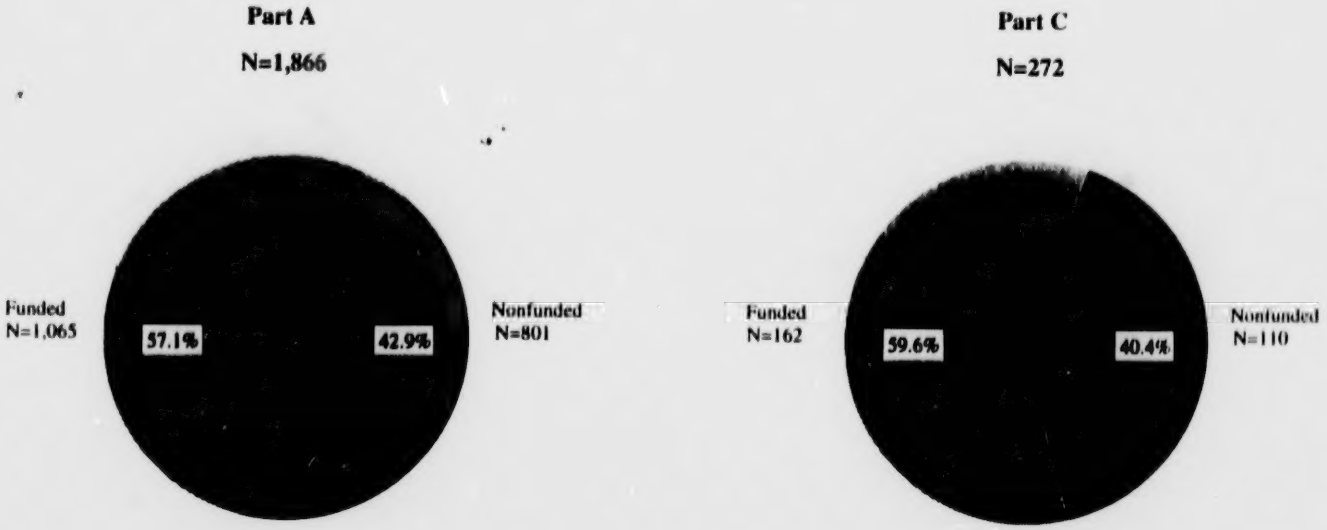
Notes: Figure 1

Figure 1 shows the funding status of Part A and Part C grant applications. Grants were awarded to 57.1% of Part A applications and 59.6% of Part C applications.

FIGURE 1

Number and Percentage of Grant Applications by Funding Status: FY93 Title VII Part A and Part C Programs

(Source: FY93 Title VII Applications)



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Notes: Figure 2

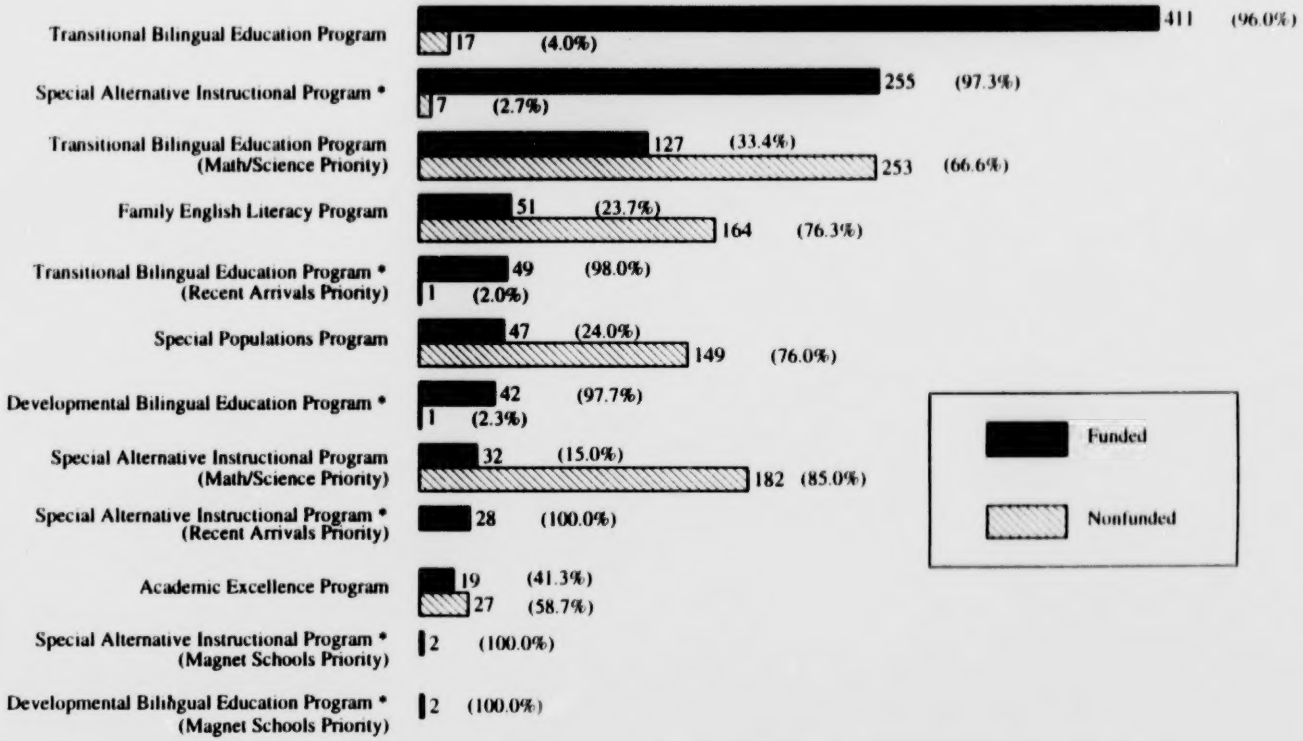
Figure 2 presents the number and percentage of applications by program type and funding status for FY93 Title VII Part A programs. Of the total 1,866 Part A grant applications, the Transitional Bilingual Education (Regular) program received the largest number of applications. All but one of the 428 applications to the Transitional Bilingual Education (Regular) program were for continuing projects and 96% of these applications were funded. There were no new projects funded in the Transitional Bilingual Education (Regular) program in FY93. The Transitional Bilingual Education (Math/Science Priority) program had the second largest number of applications. All of the 380 applications for this program were new and 33% of these were funded.

FIGURE 2

Number and Percentage of Grant Applications by Program Type and Funding Status: FY93 Title VII Part A Programs

(Source: FY93 Title VII Applications)

(N=1,866)



* There were no new grant applications in these programs.

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Notes: Figure 3

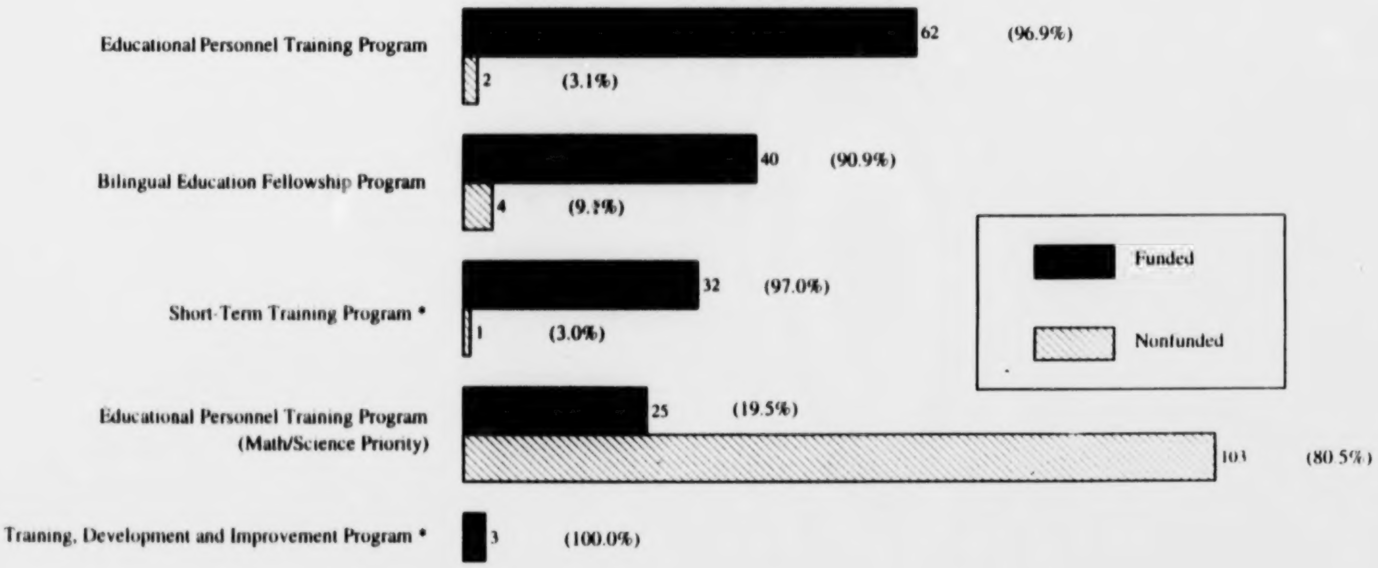
Figure 3 provides data on the number and percentage of applications by program type and funding status for FY93 Title VII Part C programs. Of the 272 total Part C applications, the Educational Personnel Training (Math/Science Priority) program received the largest number of applications (N=128); of these, 19.5% were funded. The Educational Personnel Training (Regular) program had the greatest percentage of funded applications with 62 of the 64 applications granted funding (97%) All three of the Training, Development and Improvement applications were funded.

FIGURE 3

Number and Percentage of Grant Applications by Program Type and Funding Status: FY93 Title VII Part C Programs

(Source: FY93 Title VII Applications)

(N=272)



* There were no new grant applications in these programs.

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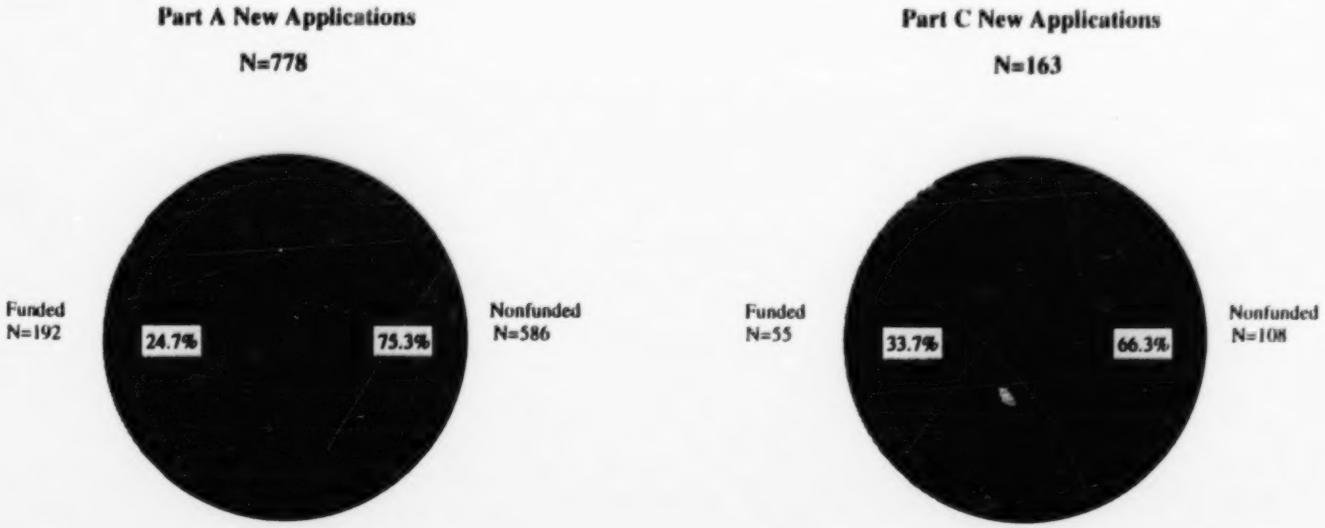
Notes: Figure 4

Figure 4 presents the funding status of Part A and Part C applications for new grants. Approximately 42% of all Part A applications and 60% of all Part C applications were new applications. Of all new Part A and Part C grant applications in FY93, 24.7% of Part A and 33.7% of Part C were funded.

FIGURE 4

Number and Percentage of New Grant Applications by Funding Status: FY93 Title VII Part A and Part C Programs

(Source: FY93 Title VII Applications)



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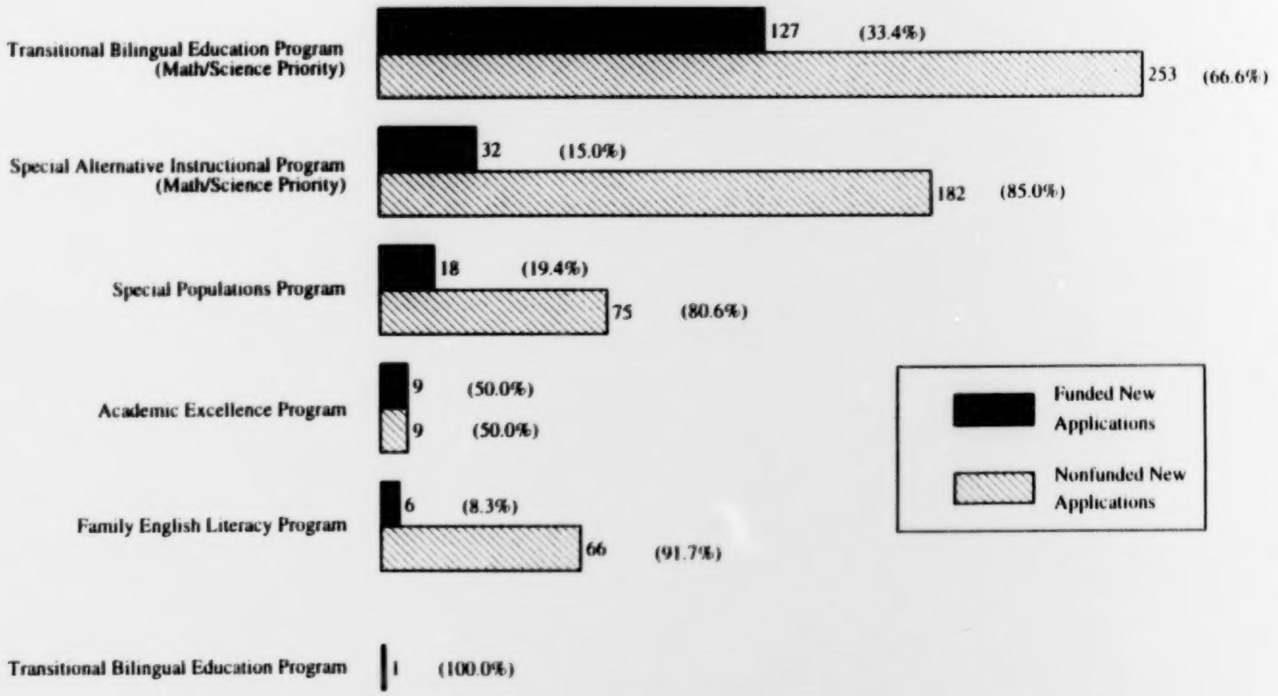
Notes: Figure 5

Figure 5 provides data on the number and percentage of new applications by program type and funding status for FY93 Title VII Part A programs. Of the 778 total Part A new applications, the Transitional Bilingual Education (Math/Science Priority) program received the largest number of applications (N=380); of these, 33.4% were funded. The Special Alternative Instructional (Math/Science Priority) program received the next largest number of applications (N=214), and 15% were funded.

FIGURE 5

Number and Percentage of New Grant Applications by Program Type and Funding Status: * FY93 Title VII Part A Programs

(Source: FY93 Title VII Applications)
(N=778)



* There were no FY93 Title VII applications for Part A new grants in the following categories: Developmental Bilingual Education (Regular) program, Developmental Bilingual Education (Magnet Schools Priority) program, Special Alternative Instructional (Regular) program, Special Alternative Instructional (Magnet Schools Priority) program, Transitional Bilingual Education (Recent Arrivals Priority) program, and Special Alternative Instructional (Recent Arrivals Priority) program.

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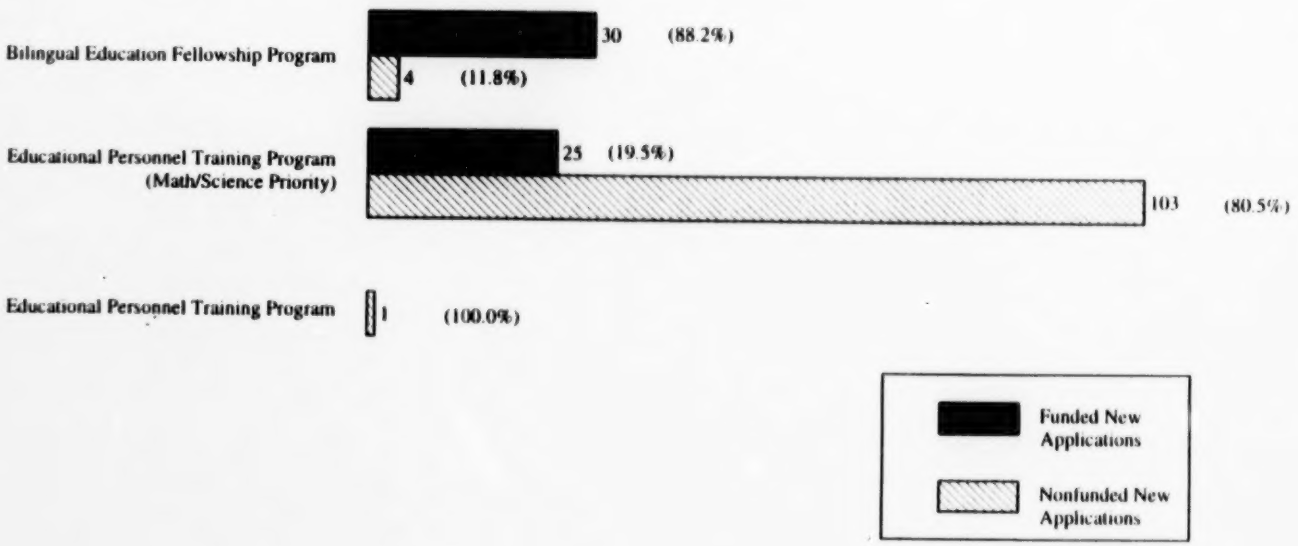
Notes: Figure 6

Figure 6 shows [illegible] and percentage of grant applications for new Title VII Part [illegible] programs. Of the 163 applications for new grants, the Educational Personnel Training (Math/Science Priority) program received the largest number of applications (N=128); of these, 19.5% were funded. The Bilingual Education Fellowship program had the greatest percentage of new funded applications. In this program, 30 of the 34 applications (88%) were funded.

FIGURE 6

Number and Percentage of New Grant Applications by Program Type and Funding Status: * FY93 Title VII Part C Programs

(Source: FY93 Title VII Applications)
(N=163)



* There were no FY93 Title VII applications for Part C new grants in the categories of Training, Development, and Improvement Program and Short-Term Training Program.

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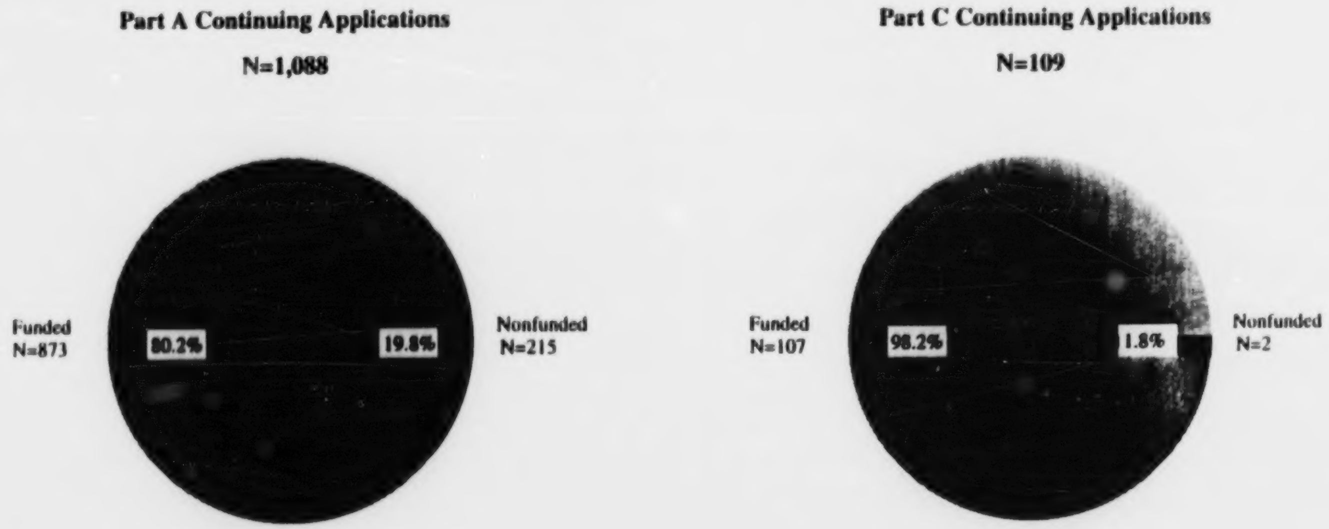
Notes: Figure 7

Figure 7 shows the funding status of continuing Part A and Part C grant applications. Approximately 58% of all funded Part A applications and 40% of all Part C applications were continuing applications. In FY93, 80.2% of Part A and 98.2% of Part C continuing applications were funded.

FIGURE 7

Number and Percentage of Continuing Grant Applications by Funding Status: FY93 Title VII Part A and Part C Programs

(Source: FY93 Title VII Applications)



Notes: Figure 8

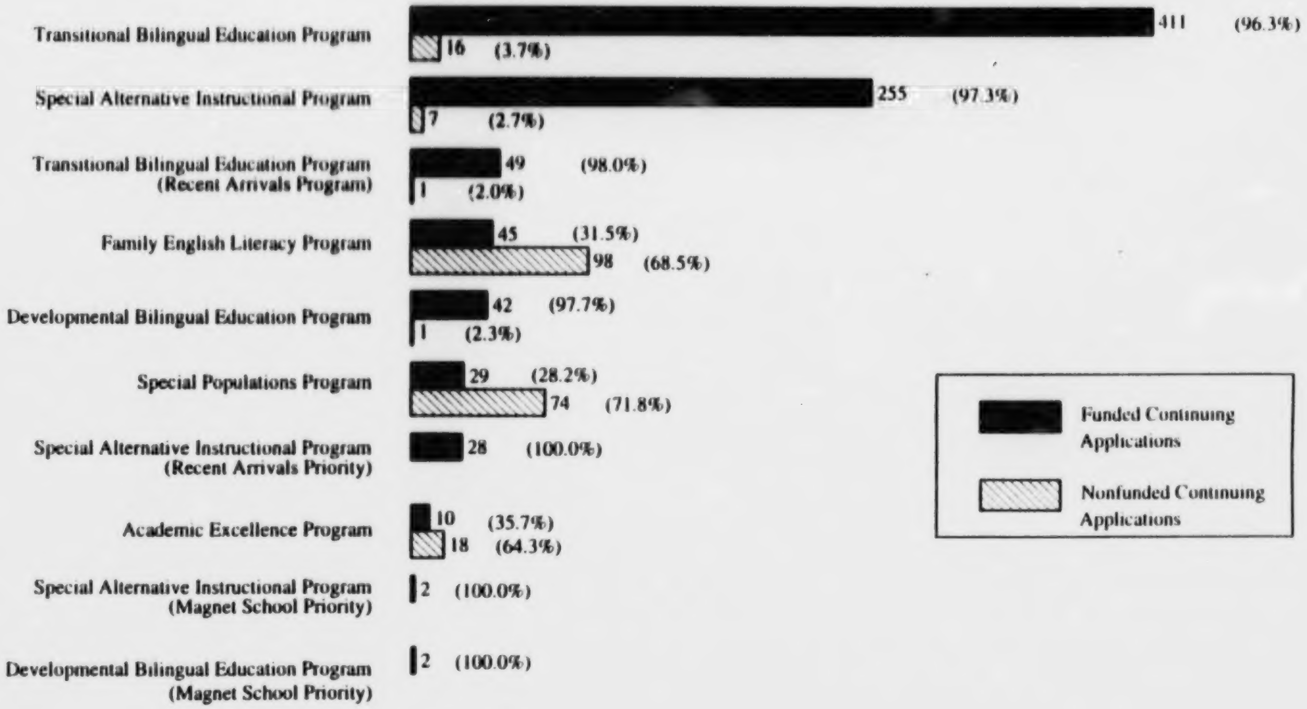
Figure 8 provides data on the number and percentage of continuing applications by program type and funding status for FY93 Title VII Part A programs. Of the 1,088 total Part A continuing applications, the Transitional Bilingual Education program received the largest number of applications (N=427); of these, 96.3% were funded. The Special Alternative Instructional program received the next largest number of applications (N=262); 97.3% of these applications were funded.

FIGURE 8

Number and Percentage of Continuing Grant Applications by Program Type and Funding Status: * FY93 Title VII Part A Programs

(Source: FY93 Title VII Applications)

(N=1,088)



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* There were no FY93 Title VII continuing Part A grants in the categories of Transitional Bilingual Education (Math/Science Priority) program, and Special Alternative Instructional (Math/Science Priority) program; these programs were new in FY93.

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Notes: Figure 9

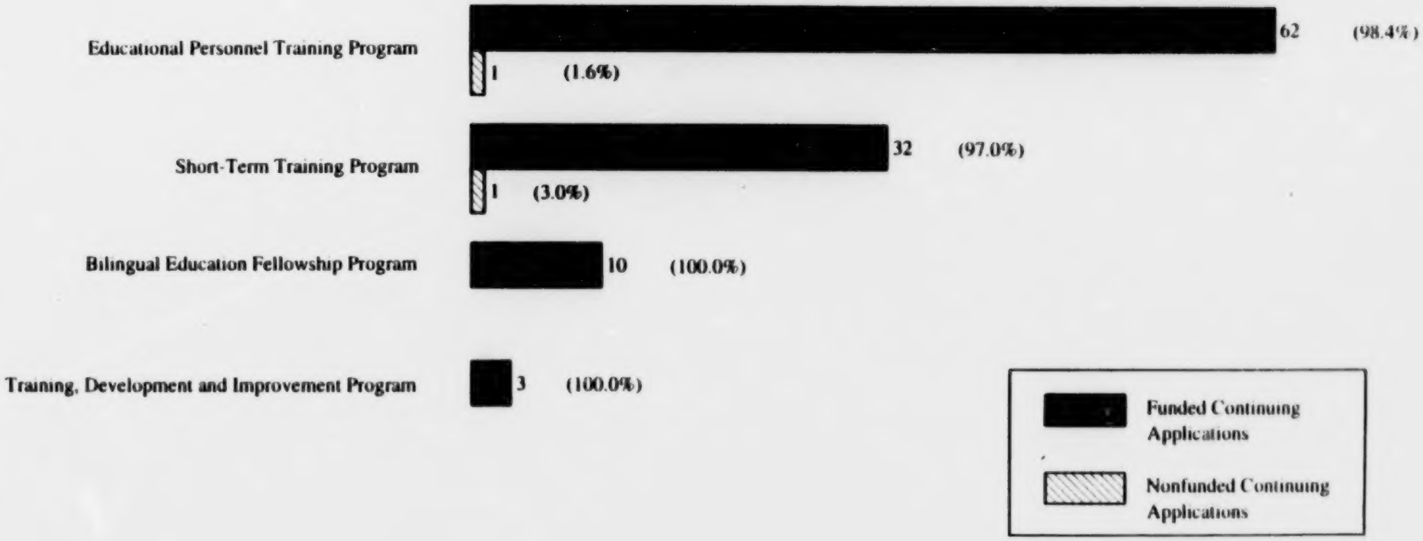
Figure 9 shows the number and percentage of grant applications for continuing Title VII Part C programs. Of the 109 applications for continuing grants, the Educational Personnel Training program received the largest number of applications (N=63); of these 98.4% were funded. For both the Bilingual Education Fellowship program and the Training, Development and Improvement program, all continuing applications were funded.

FIGURE 9

Number and Percentage of Continuing Grant Applications by Program Type and Funding Status:* FY93 Title VII Part C Programs

(Source: FY93 Title VII Applications)

(N=109)



* There were no FY93 Title VII continuing Part C grants in the Educational Personnel Training (Math/Science Priority) program, since this program was initiated in FY93.

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Degree Sought and Work Experience of Fellows: FY92 Title VII Fellowship Program

Short Turnaround Report No. 33
(Final)

Prepared by:

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(Contract # T292001001)

Submitted:

May 26, 1994

Degrees Sought and Work Experience of Fellows: FY92 Title VII Bilingual Education Fellowship Program

The Title VII Bilingual Education Act authorizes the Bilingual Education Fellowship program to provide assistance to bilingual education efforts in the nation's schools or communities through academic programs in higher education. The program prepares participants to serve students from bilingual or multilingual backgrounds. The fellows usually obtain a master's or doctoral degree and some also receive a certificate in a particular area of specialization. Many fellows participating in the Fellowship program have prior teaching experience or work in education while pursuing a degree through the program.

This report presents data on the degrees sought by the fellows. It also presents data on work experience of fellows prior to entry into the program and during their tenure as fellows. (It does not present data on work/payback requirements after termination of the fellowships). The report provides listings of the Fellowship projects awarded in FY92. The listings include the grantee organizations and the total number of fellows sponsored by the grantee organization. Data on degree status of the FY92 fellows are presented in Table 1, and data on the work experience of FY92 fellows are presented in Table 2. The data are drawn from the FY92 verification interviews with the project directors.

Notes: Table 1

Table 1 presents the listing of all FY92 Fellowship projects with data on the number of fellows working on and completing masters and doctoral degrees. Note that, for a number of individual projects, the combined number of fellows from the degree subcategories is greater than the total number of fellows participating in the project since a fellow could be working toward more than one degree type.

As the table shows, of the total 347 fellows supported by the program, 24 fellows (7%) were working on a master's degree and 304 fellows (88%) on a doctoral degree. Eleven fellows (3%) completed a master's degree and 41 fellows (12%) completed a doctoral degree in FY92.

TABLE 1

Number of Bilingual Education Fellows Working on and Completing Degrees By Grantee and Degree Type

(Source: FY92 Title VII Bilingual Education Fellowship Program)

				Degree Sought by Fellows			
				Master's Degree		Doctoral Degree	
Grantee Name	City	State	Number of Fellows*	Working	Completing	Working	Completing
ARIZONA STATE UNIVERSITY	TEMPE	AZ	9	0	0	9	3
NORTHERN ARIZONA UNIVERSITY	FLAGSTAFF	AZ	8	0	0	8	2
SAN DIEGO STATE UNIVERSITY	SAN DIEGO	CA	12	0	0	12	2
STANFORD UNIVERSITY	STANFORD	CA	8	0	0	8	0
UNIV OF SOUTHERN CALIFORNIA	LOS ANGELES	CA	16	0	0	16	0
UNIV. OF THE PACIFIC/STOCKTON	STOCKTON	CA	6	0	0	6	0
UNIVERSITY OF SAN FRANCISCO	SAN FRANCISCO	CA	8	0	0	8	7
UNIVERSITY OF COLORADO/BOULDER	BOULDER	CO	9	0	0	9	0
UNIV OF CONNECTICUT/STORRS	STORRS	CT	8	0	0	8	1
GEORGETOWN UNIVERSITY	WASHINGTON	DC	8	0	0	8	0
FLORIDA STATE UNIVERSITY	TALLAHASSEE	FL	6	0	0	6	2
UNIVERSITY OF FLORIDA/GAINESVILLE	GAINESVILLE	FL	10	0	0	10	0
UNIVERSITY OF HAWAII/MANOA	HONOLULU	HI	11	4	2	8	1
UNIV OF ILLINOIS AT CHICAGO	CHICAGO	IL	15	0	0	15	0
PRESIDENT & FELLOWS OF HARVARD	CAMBRIDGE	MA	8	0	0	8	0
TRUSTEES OF BOSTON UNIVERSITY	BOSTON	MA	4	0	0	4	0
WAYNE STATE UNIVERSITY/DETROIT	DETROIT	MI	10	0	0	10	2
SETON HALL UNIVERSITY	SOUTH ORANGE	NJ	13	0	0	7	2

continued

* For some projects, the combined total of fellows working on master's and doctoral degrees is greater than the number of fellows within a project, since an individual fellow could be working on or completing more than one degree.

TABLE 1

(Continued)

Grantee Name	City	State	Number of Fellows*	Degree Sought by Fellows: Master's Degree Working	Master's Degree Completing	Doctoral Degree Working	Doctoral Degree Completing
NEW MEXICO ST UNIVERSITY/REGENTS	LAS CRUCES	NM	13	0	0	13	2
UNIVERSITY OF NEW MEXICO	ALBUQUERQUE	NM	10	0	0	10	1
BANK STREET COLLEGE OF EDUCATION	NEW YORK	NY	11	11	8	0	0
NEW YORK UNIVERSITY	NEW YORK	NY	6	0	0	6	0
ST. JOHN'S UNIVERSITY	JAMAICA	NY	13	0**	0	0**	0
SUNY RES FDN/ALBANY	ALBANY	NY	7	0	0	7	0
TEACHERS COLLEGE/COLUMBIA UNIV	NEW YORK	NY	14	0	0	13	0
PENNSYLVANIA STATE UNIVERSITY	UNIVERSITY PARK	PA	11	0	0	11	2
UNIV OF PENNSYLVANIA	PHILADELPHIA	PA	5	0	0	5	0
SAM HOUSTON STATE UNIVERSITY	HUNTSVILLE	TX	9	9	1	0	0
TEXAS A & I UNIVERSITY/KINGSVILLE	KINGSVILLE	TX	12	0	0	12	2
TEXAS A & M UNIVERSITY	COLLEGE STATION	TX	9	0	0	9	3
TEXAS TECH UNIVERSITY	LUBBOCK	TX	6	0	0	6	0
UNIV OF TEXAS AT AUSTIN	AUSTIN	TX	14	0	0	14	4
UNIVERSITY OF HOUSTON	HOUSTON	TX	8	0	0	8	3
GEORGE MASON UNIVERSITY	FAIRFAX	VA	6	0	0	6	1
UNIVERSITY OF WASHINGTON	SEATTLE	WA	15	0	0	15	0
UNIV OF WISCONSIN/MADISON	MADISON	WI	3	0	0	3	1
UNIV OF WISCONSIN/MILWAUKEE	MILWAUKEE	WI	6	0	0	6	0
Total			**347**	**24**	**11**	**304**	**41**

* For some projects, the combined total of fellows working on master's and doctoral degrees is greater than the number of fellows within a project, since an individual fellow could be working on or completing more than one degree.

** Fellows at St. Johns University were working toward a Professional Diploma plus special certifications.

Note: Table 2

Table 2 presents data on the work experience of fellows within each of the FY92 Fellowship projects. For each grantee organization, data are presented on the work experience of the fellows during the 1992-93 academic year. Specifically, the listing includes the number and percentage of fellows who worked part-time during the 1992-93 academic year and those who worked part-time in education. The percentages for part-time working fellows overall and for part-time working fellows in education are based on the total number of fellows in a project.

The table shows that of the total 347 fellows, 73 percent (N=252) were working part-time while participating in the program. Most part-time working fellows were working in education; these were 67 percent of all fellows, or 92 percent of the part-time working fellows. The data in Table 2 also show that upon entry in their programs, FY92 fellows had an average of 7.3 years of teaching experience, with a range of means across projects from 3 to 15 years.

TABLE 2

Work Experience of Bilingual Education Fellows During the 1992-93 Academic Year

(Source: FY92 Bilingual Education Fellowship Program)

Grantee Name	City	State	Number of Fellows	Work Experience During the 1992-93 Academic Year: Work Part-Time N	Work Part-Time %	Work Part-Time In Education N	Work Part-Time In Education %	Mean Number of Years Teaching Prior to Entry
ARIZONA STATE UNIVERSITY	TEMPE	AZ	9	5	55.6	5	55.6	8
NORTHERN ARIZONA UNIVERSITY	FLAGSTAFF	AZ	8	6	75.0	6	75.0	5
SAN DIEGO STATE UNIVERSITY	SAN DIEGO	CA	12	11	91.7	11	91.7	15
STANFORD UNIVERSITY	STANFORD	CA	8	8	100.0	1	12.5	3
UNIV OF SOUTHERN CALIFORNIA	LOS ANGELES	CA	16	11	68.8	11	68.8	3
UNIV. OF THE PACIFIC/STOCKTON	STOCKTON	CA	6	5	83.3	5	83.3	8
UNIVERSITY OF SAN FRANCISCO	SAN FRANCISCO	CA	8	8	100.0	8	100.0	15
UNIVERSITY OF COLORADO/BOULDER	BOULDER	CO	9	4	44.4	4	44.4	10
UNIV OF CONNECTICUT/STORRS	STORRS	CT	8	6	75.0	6	75.0	7
GEORGETOWN UNIVERSITY	WASHINGTON	DC	8	8	100.0	8	100.0	4
FLORIDA STATE UNIVERSITY	TALLAHASSEE	FL	6	3	50.0	3	50.0	7
UNIVERSITY OF FLORIDA/GAINESVILLE	GAINESVILLE	FL	10	9	90.0	9	90.0	12
UNIVERSITY OF HAWAII/MANOA	HONOLULU	HI	11	10	90.9	10	90.9	6
UNIV OF ILLINOIS AT CHICAGO	CHICAGO	IL	15	15	100.0	15	100.0	10
PRESIDENT & FELLOWS OF HARVARD	CAMBRIDGE	MA	8	3	37.5	3	37.5	7
TRUSTEES OF BOSTON UNIVERSITY	BOSTON	MA	4	4	100.0	4	100.0	8
WAYNE STATE UNIVERSITY/DETROIT	DETROIT	MI	10	8	80.0	8	80.0	10
SETON HALL UNIVERSITY	SOUTH ORANGE	NJ	13	10	76.9	0	0.0	5

continued

TABLE 2

(Continued)

Grantee Name	City	State	Number of Fellows	Work Experience During the 1992-93 Academic Year				Mean Number of Years Teaching Prior to Entry
				Work Part-Time		Work Part-Time In Education		
				N	%	N	%	
NEW MEXICO ST UNIVERSITY/REGENTS	LAS CRUCES	NM	13	2	15.4	2	15.4	8
UNIVERSITY OF NEW MEXICO	ALBUQUERQUE	NM	10	8	80.0	8	80.0	12
BANK STREET COLLEGE OF EDUCATION	NEW YORK	NY	11	11	100.0	11	100.0	6
NEW YORK UNIVERSITY	NEW YORK	NY	6	6	100.0	6	100.0	5
ST. JOHN'S UNIVERSITY	JAMAICA	NY	13	12	92.3	12	92.3	10
SUNY RES FDN/ALBANY	ALBANY	NY	7	5	71.4	4	57.1	4
TEACHERS COLLEGE/COLUMBIA UNIV	NEW YORK	NY	14	11	78.6	10	71.4	3
PENNSYLVANIA STATE UNIVERSITY	UNIVERSITY PARK	PA	11	0	0.0	0	0.0	5
UNIV OF PENNSYLVANIA	PHILADELPHIA	PA	5	5	100.0	5	100.0	8
SAM HOUSTON STATE UNIVERSITY	HUNTSVILLE	TX	9	9	100.0	9	100.0	5
TEXAS A & I UNIVERSITY/KINGSVILLE	KINGSVILLE	TX	12	9	75.0	9	75.0	7
TEXAS A & M UNIVERSITY	COLLEGE STATION	TX	9	2	22.2	2	22.2	3
TEXAS TECH UNIVERSITY	LUBBOCK	TX	6	6	100.0	6	100.0	5
UNIV OF TEXAS AT AUSTIN	AUSTIN	TX	14	7	50.0	7	50.0	4
UNIVERSITY OF HOUSTON	HOUSTON	TX	8	8	100.0	8	100.0	9
GEORGE MASON UNIVERSITY	FAIRFAX	VA	6	2	33.3	2	33.3	3
UNIVERSITY OF WASHINGTON	SEATTLE	WA	15	11	73.3	10	66.7	11
UNIV OF WISCONSIN/MADISON	MADISON	WI	3	0	0.0	0	0.0	5
UNIV OF WISCONSIN/MILWAUKEE	MILWAUKEE	WI	6	4	66.7	4	66.7	10
Total			**347**	**252**	**72.6**	**232**	**66.9**	**7.3**

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The Size of School Districts Receiving Funding Under Title VII: FY92 Title VII Part A Programs

Short Turnaround Report No. 34

Prepared by:

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(Contract # T292001001)

Submitted:

May 31, 1994

The Size of School Districts Receiving Funding Under Title VII: FY92 Title VII Part A Programs

This report is based on a request for information on the size of school districts receiving funding for Title VII Part A programs. Projects in this report include 948 (96.7%) of the total 980 FY92 Title VII Part A projects serving students which participated in the FY92 verification interviews and provided data on district enrollment.

For Tables 1 and 2, projects are categorized based on whether public school districts, private schools, or Indian organizations received the funding. Public refers to projects serving any students in public schools (some also include private school students); private refers to projects serving private schools only; and Indian refers to projects serving students within schools operated by a tribal organization or Bureau of Indian Affairs schools. Public school districts were further divided into three equal size groups based on overall district enrollment. "Small" districts had 46-5,048 total students, "Medium" districts had 5,049-20,715 students, and "Large" districts had 20,716 or more students. The data in Table 1 therefore indicate that a third of the grants serving public schools went to districts serving 5,048 or fewer students, and that a third went to districts serving 20,716 or more students. Table 2 presents the average grant size for projects in the small, medium, and large public categories and in the private and Indian categories.

For Table 3, public school districts were categorized into 11 narrower "bands" of district enrollment size. These bands were predefined, and thus no attempt was made to create groups of equal sizes.

Some caution should be used in interpreting the data from these tables. The results are based on survey responses, and respondents in some areas varied in the organizational unit for which they reported enrollment. For example, respondents from New York City sometimes reported overall New York City enrollment, and sometimes reported enrollment for the individual community school district. Also, grantees serving more than one district were requested to combine enrollments across districts.

Notes: Table 1

Table 1 presents the number of projects serving students in small, medium, and large public school districts, private schools only, and American Indian schools by program category.

The data indicate that the Transitional Bilingual Education Program was somewhat more likely than other Part A programs to serve small districts, while the Developmental Bilingual Education and Special Populations programs were somewhat more likely to serve large districts.

TABLE 1

Number of Projects Serving Students in Small, Medium, and Large Public School Districts, and in Private and Indian Schools*: Title VII Part A Programs

(Source: FY92 Verification Database)

	Public**				Other		Total
	Small	Medium	Large	Subtotal	Private**	Indian**	
Program	N	N	N	N	N	N	N
Transitional Bilingual Education	207	157	167	531	0	29	560
Developmental Bilingual Education	5	15	23	43	0	0	43
Special Alternative Instructional	81	116	96	293	0	8	301
Special Populations	9	14	17	40	1	3	44
Total	302	302	303	907	1	40	948

* Data in this table are based on 560 (97%) of the total 580 funded Transitional Bilingual Education (TBE) projects, 43 (98%) of the total 44 funded Developmental Bilingual Education (DBE) projects; 301 (97%) of the 309 total funded Special Alternative Instructional (SAIP) projects; and 44 (94%) of the total 47 Special Populations (SP) projects.

** Public refers to projects serving students in public schools; private refers to projects serving private schools only, and Indian refers to projects operated by a tribal organization or Bureau of Indian Affairs school. Projects in public category are divided into three groups according the enrollment size of district served: small, medium and large. The groups have approximately equal number of projects. "Small" indicates a district with 46-5,048 students; "Medium" indicates a district with 5,049-20,715 students, and "Large" indicaies a district with 20,716-1,441,228 students.

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Notes: Table 2

Table 2 presents the mean obligated funding amounts for projects serving students in small, medium, and large public school districts, private schools only, and American Indian schools by program category.

The data indicate that projects serving large school districts received somewhat larger average amounts of funding than did projects serving small or medium districts, private schools or Indian schools.

TABLE 2

Mean Funding for Projects Serving Students in Small, Medium and Large Public School Districts and in Private and Indian Schools*: Title VII Part A Programs

(Source: FY92 Application and Verification Databases)

Program	Public**				Private**	Indian**	Overall
	Small	Medium	Large	Mean Public			
Transitional Bilingual Education	$ 137,110	$ 139,796	$ 163,700	$ 146,267	0	$ 131,550	$ 145,505
Developmental Bilingual Education	172,105	149,704	170,911	163,652	0	0	$ 163,652
Special Alternative Instructional	106,804	118,532	131,951	119,686	0	107,084	$ 119,351
Special Populations	173,943	171,483	172,808	172,599	116,105***	158,344	$ 170,343
Overall	**$ 130,659**	**$ 133,589**	**$ 154,700**	**$ 139,666**	**$ 116,105*** **	**$ 128,667**	$ 139,177

* Data in this table are based on 948 (97%) of the total 980 Part A projects which responded to the FY92 verification interviews. These include 560 (97%) of the total 580 funded Transitional Bilingual Education (TBE) projects; 43 (98%) of the total 44 funded Developmental Bilingual Education (DBE) projects, 301 (97%) of the total 309 funded Special Alternative Instructional (SAIP) projects, and 44 (94%) of the total 47 Special Populations (SP) projects.

** Public refers to projects serving students in public schools, private refers to projects serving private schools only, and Indian refers to projects operated by a tribal organization or Bureau of Indian Affairs school. Projects in public category are divided into three groups according the enrollment size of district served: small, medium and large. The groups have approximately equal number of projects. "Small" indicates a district with 46-5,004 students, "Medium" indicates a district with 5,005-20,716 students, and "Large" indicates a district with 20,717-1,441,228 students.

*** This amount represents one project only.

Notes: Table 3

Table 3 presents the number of projects serving public school students within 11 predefined "bands" of district enrollment size. Data in the table indicate that about one-quarter (24%) of the projects served districts with enrollments of 10,000 to 24,999 students.

TABLE 3

Size of Public School Districts Receiving Title VII Grants: Title VII Part A Programs

(Source: FY92 Application and Verification Databases)

	TBE		DBE		SAIP		SP		Total	
District Enrollment	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
0 - 499	48	9.0 %	--	--	16	5.5 %	1	2.5 %	65	7.2
500 - 999	30	5.6	--	--	12	4.1	2	5.0	44	4.9
1,000 - 2,499	66	12.4	2	4.7	20	6.8	4	10.0	92	10.1
2,500 - 4,999	59	11.1	3	7.0	32	10.9	2	5.0	96	10.6
5,000 - 9,999	71	13.4	9	20.9	43	14.7	9	22.5	132	14.6
10,000 - 24,999	110	20.7	9	20.9	91	31.1	8	20.0	218	24.0
25,000 - 49,999	67	12.6	10	23.[illegible]	[illegible]	12.6	5	12.5	119	13.1
50,000 - 99,999	31	5.8	3	7.[illegible]	21	7.2	3	7.5	58	6.4
100,000 - 499,999	11	2.1	4	[illegible]	[illegible]	[illegible]	3	7.5	30	3.3
500,000 - 999,999	28	5.3	3	[illegible]	[illegible]	1.7	2	5.0	38	4.2
1,000,0000 +	10	1.9	--	--	4	1.4	1	2.5	15	1.7
Total	**531**	**100.0 %**	**43**	**100.0 %**	**293**	**100.0 %**	**40**	**100.0 %**	**907**	**100.0 %**

* Data in this table are based on 907 projects that responded to the verification inteviews and that reported serving public school students, they represent 93 percent of the total 980 Part A projects funded in FY92. The 907 projects include 531 (92%) of the total 580 funded Transitional Bilingual Education (TBE) projects; 43 (98%) of the total 44 funded Developmental Bilingual Education (DBE) projects; 293 (95%) of the total 309 funded Special Alternative Instructional (SAIP) projects; and 40 (85%) of the total 47 Special Populations (SP) projects.

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FY93 Title VII Fellowship Program: Locations of Projects With Specific Areas of Specialization

Short Turnaround Report No. 35

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(703) 276-0677
(Contract # T292001001)

Submitted:

June 20, 1994

FY93 Title VII Fellowship Program
Locations of Projects With Specific Areas of Specialization

The following report is based on a request by OBEMLA for information on the FY93 Title VII Fellowship program. The report consists of nine maps. Figure 1 presents the location of all FY93 Title VII Fellowship projects. Figures 2 through 9 present maps detailing the location of Fellowship projects offering particular areas of specialization for students. Each of the nine maps is followed by a listing of the relevant projects.

FIGURE 1

Location of FY93 Title VII Fellowship Programs

(Source: FY93 Fellowship Program Listing)

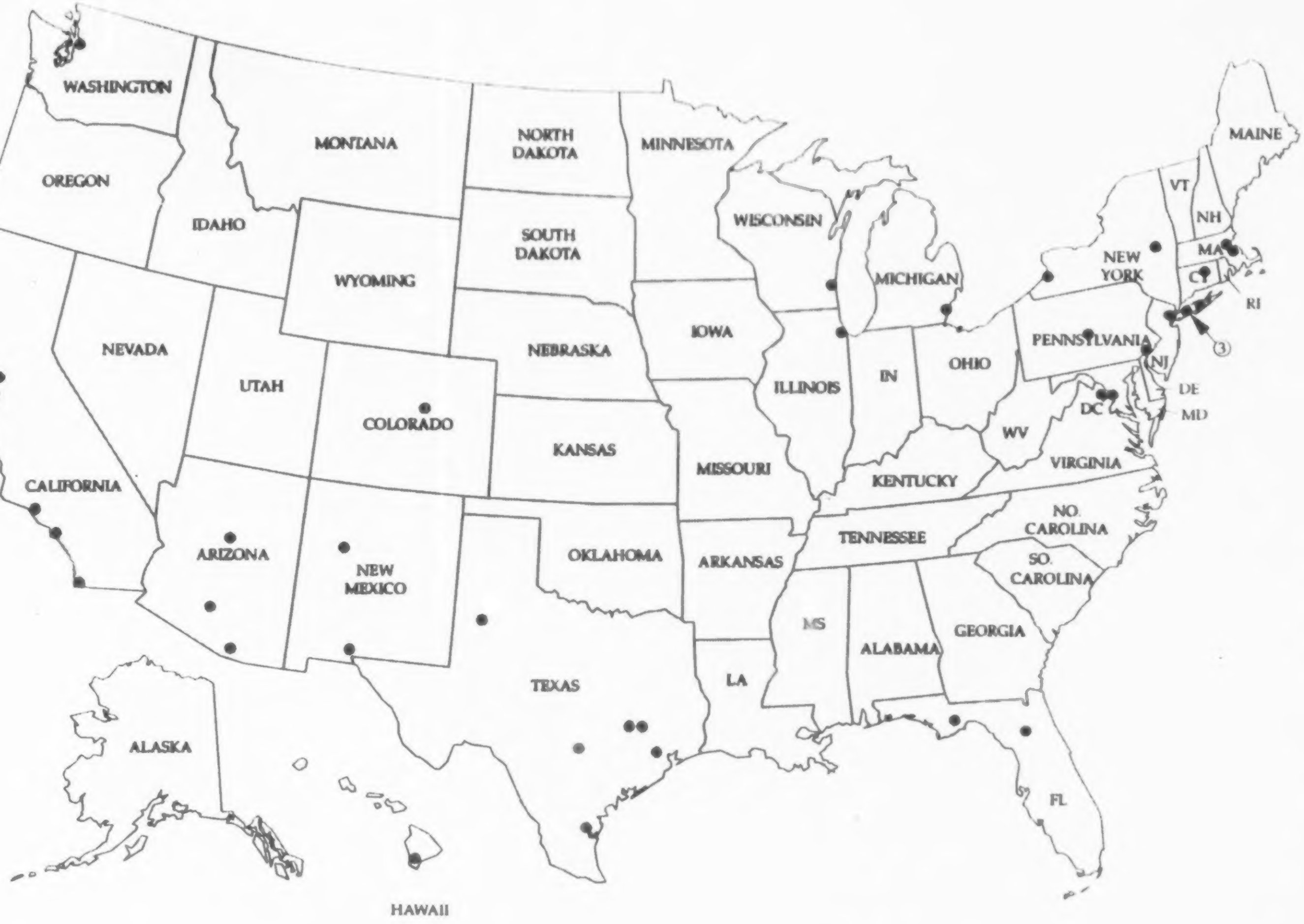
WASHINGTON
MONTANA
NORTH DAKOTA
MINNESOTA
MAINE
OREGON
IDAHO
SOUTH DAKOTA
WISCONSIN
VT
NH
MA
NEW YORK
CT
RI
WYOMING
MICHIGAN
IOWA
NEBRASKA
NEVADA
UTAH
PENNSYLVANIA
(3)
NJ
ILLINOIS
IN
OHIO
DE
MD
DC
COLORADO
KANSAS
MISSOURI
WV
VIRGINIA
KENTUCKY
CALIFORNIA
NO. CAROLINA
TENNESSEE
ARIZONA
OKLAHOMA
ARKANSAS
NEW MEXICO
SO. CAROLINA
MS
ALABAMA
GEORGIA
TEXAS
LA
ALASKA
FL
HAWAII

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TABLE 1

Listing of FY93 Title VII Fellowship Programs by State

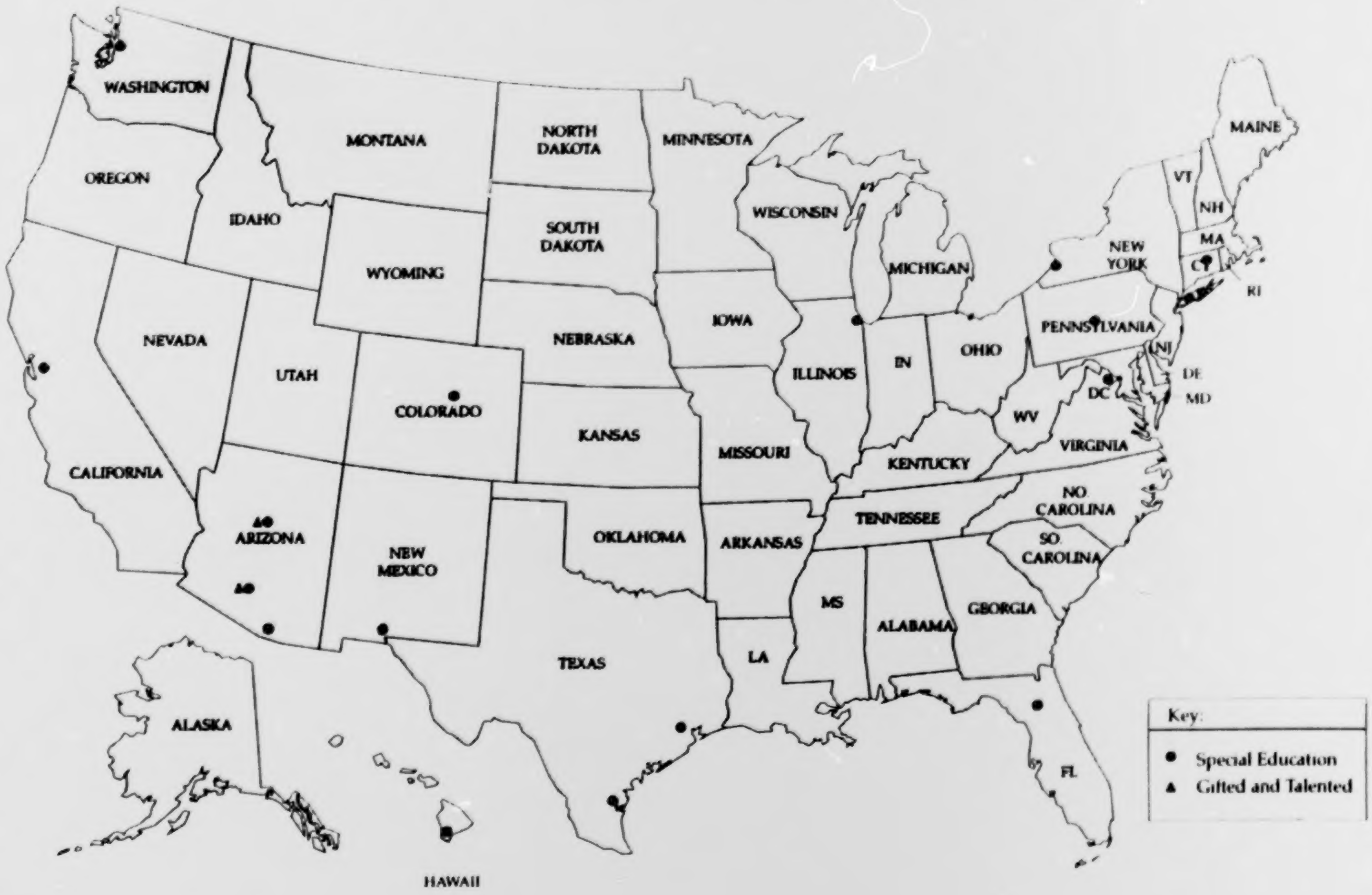
Organization	City	State
Arizona State University	Tempe	Arizona
Northern Arizona University	Flagstaff	Arizona
University of Arizona	Tucson	Arizona
San Diego State University	San Diego	California
Stanford University	Stanford	California
University of California - Santa Barbara	Santa Barbara	California
University of California - Santa Cruz	Santa Cruz	California
University of San Francisco	San Francisco	California
University of Southern California	Los Angeles	California
University of the Pacific	Stockton	California
University of Colorado	Boulder	Colorado
University of Connecticut	Storrs	Connecticut
Georgetown University	Washington	D.C.
Florida State University	Tallahassee	Florida
University of Florida	Gainesville	Florida
University of Hawaii at Manoa	Honolulu	Hawaii
University of Illinois - Chicago	Chicago	Illinois
Boston University	Boston	Massachusetts
Harvard University	Cambridge	Massachusetts
Wayne State University	Detroit	Michigan
Seton Hall University	South Orange	New Jersey
New Mexico State University	Las Cruces	New Mexico
University of New Mexico	Albuquerque	New Mexico
Bank Street College of Education	New York	New York
New York University	New York	New York
St. John's University	Jamaica	New York
SUNY - Albany	Albany	New York
SUNY - Buffalo	Buffalo	New York
Teacher's College - Columbia University	New York	New York
The Pennsylvania State University	University Park	Pennsylvania
University of Pennsylvania	Philadelphia	Pennsylvania

TABLE 1

(Continued)

Sam Houston State University	Huntsville	Texas
Texas A & I University	Kingsville	Texas
Texas A & M University	College Station	Texas
Texas Tech University	Lubbock	Texas
University of Houston	Houston	Texas
University of Texas - Austin	Austin	Texas
George Mason University	Fairfax	Virginia
University of Washington	Seattle	Washington
University of Wisconsin - Milwaukee	Milwaukee	Wisconsin

FIGURE 2
Location of FY93 Title VII Fellowship Programs
Providing Specialization in Special Education and Gifted and Talented Education
(Source: FY93 Fellowship Program Listing)


WASHINGTON
OREGON
CALIFORNIA
NEVADA
IDAHO
MONTANA
WYOMING
UTAH
ARIZONA
COLORADO
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LA
WISCONSIN
ILLINOIS
MICHIGAN
IN
OHIO
KENTUCKY
TENNESSEE
MS
ALABAMA
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Key:
● Special Education
▲ Gifted and Talented

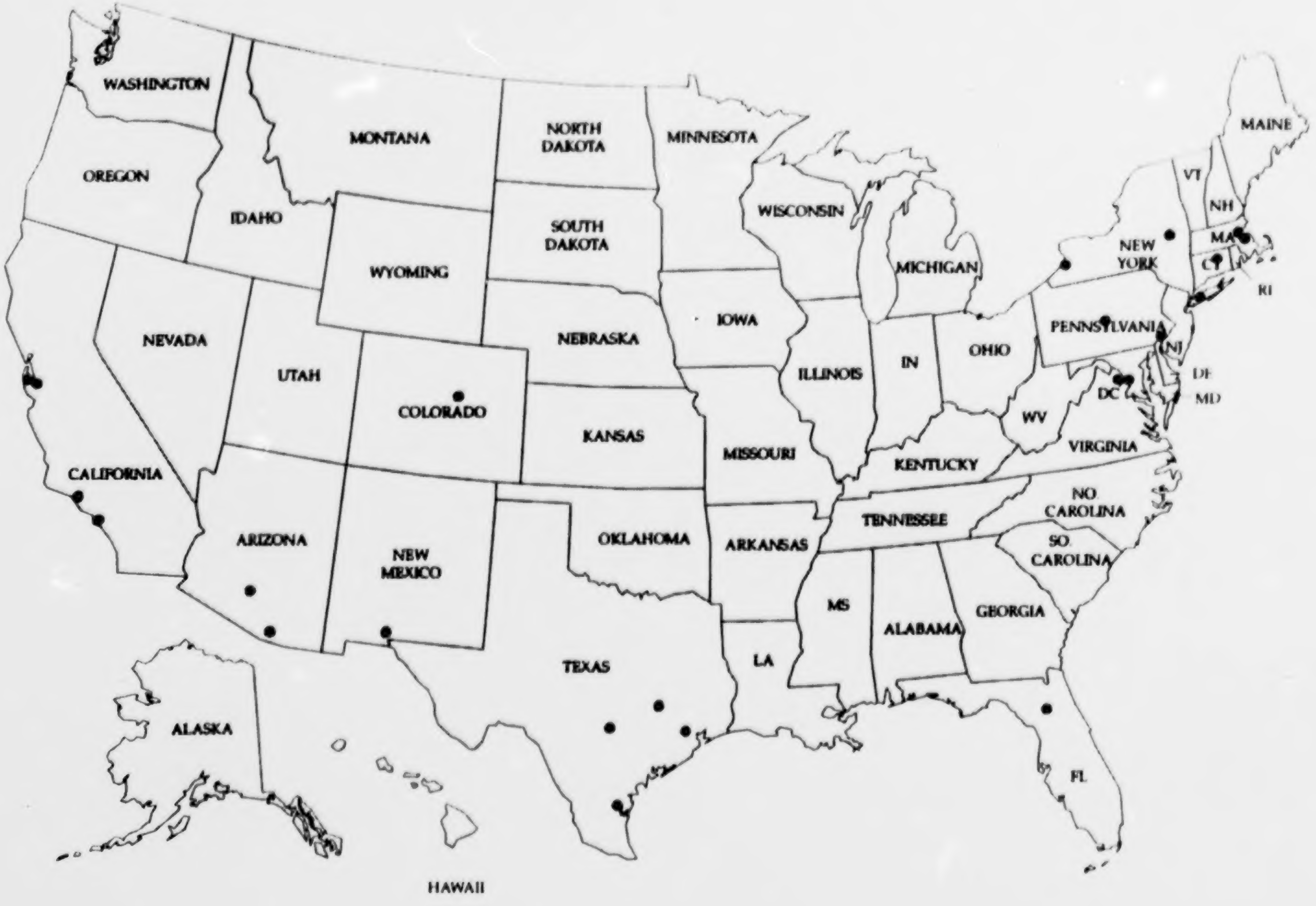
TABLE 2

Listing of FY93 Title VII Fellowship Programs Providing Specialization in Special Education and Gifted and Talented Education

Organization	City	State
Special Education:		
Arizona State University	Tempe	Arizona
Northern Arizona University	Flagstaff	Arizona
University of Arizona	Tucson	Arizona
University of the Pacific	Stockton	California
University of Colorado	Boulder	Colorado
University of Florida	Gainesville	Florida
University of Hawaii at Manoa	Honolulu	Hawaii
University of Illinois - Chicago	Chicago	Illinois
New Mexico State University	Las Cruces	New Mexico
St. John's University	Jamaica	New York
SUNY - Buffalo	Buffalo	New York
Teacher's College - Columbia University	New York	New York
The Pennsylvania State University	University Park	Pennsylvania
University of Houston	Houston	Texas
George Mason University	Fairfax	Virginia
University of Washington	Seattle	Washington
Gifted and Talented:		
Arizona State University	Tempe	Arizona
Northern Arizona University	Flagstaff	Arizona

FIGURE 3
Location of FY93 Title VII Fellowship Programs Providing Specialization in Linguistics and Literacy

(Source: FY93 Fellowship Program Listing)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LA
TEXAS
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ALASKA
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TABLE 3

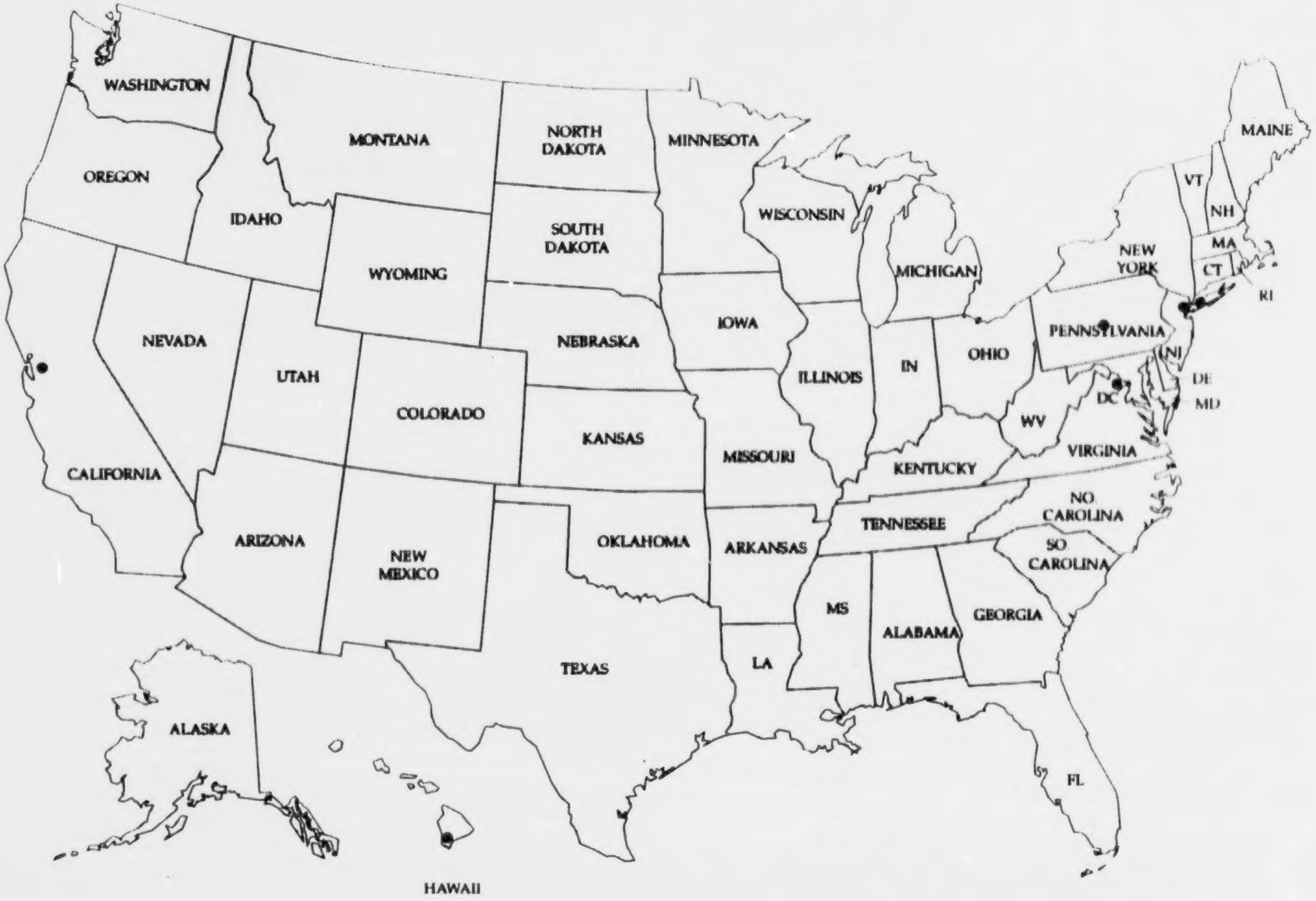
Listing of FY93 Title VII Fellowship Programs by State Providing Specialization in Linguistics and Literacy

Organization	City	State
Arizona State University	Tempe	Arizona
University of Arizona	Tucson	Arizona
Stanford University	Stanford	California
University of California - Santa Barbara	Santa Barbara	California
University of San Francisco	San Francisco	California
University of Southern California	Los Angeles	California
University of Colorado	Boulder	Colorado
University of Connecticut	Storrs	Connecticut
Georgetown University	Washington	D.C.
University of Florida	Gainesville	Florida
Boston University	Boston	Massachusetts
Harvard University	Cambridge	Massachusetts
SUNY - Albany	Albany	New York
SUNY - Buffalo	Buffalo	New York
Teacher's College - Columbia University	New York	New York
The Pennsylvania State University	University Park	Pennsylvania
University of Pennsylvania	Philadelphia	Pennsylvania
Texas A & I University	Kingsville	Texas
Texas A & M University	College Station	Texas
University of Houston	Houston	Texas
University of Texas - Austin	Austin	Texas
George Mason University	Fairfax	Virginia

FIGURE 4

Location of FY93 Title VII Fellowship Programs Providing Specialization in Clinical Psychology and Counseling

(Source: FY93 Fellowship Program Listing)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HAWAII

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TABLE 4

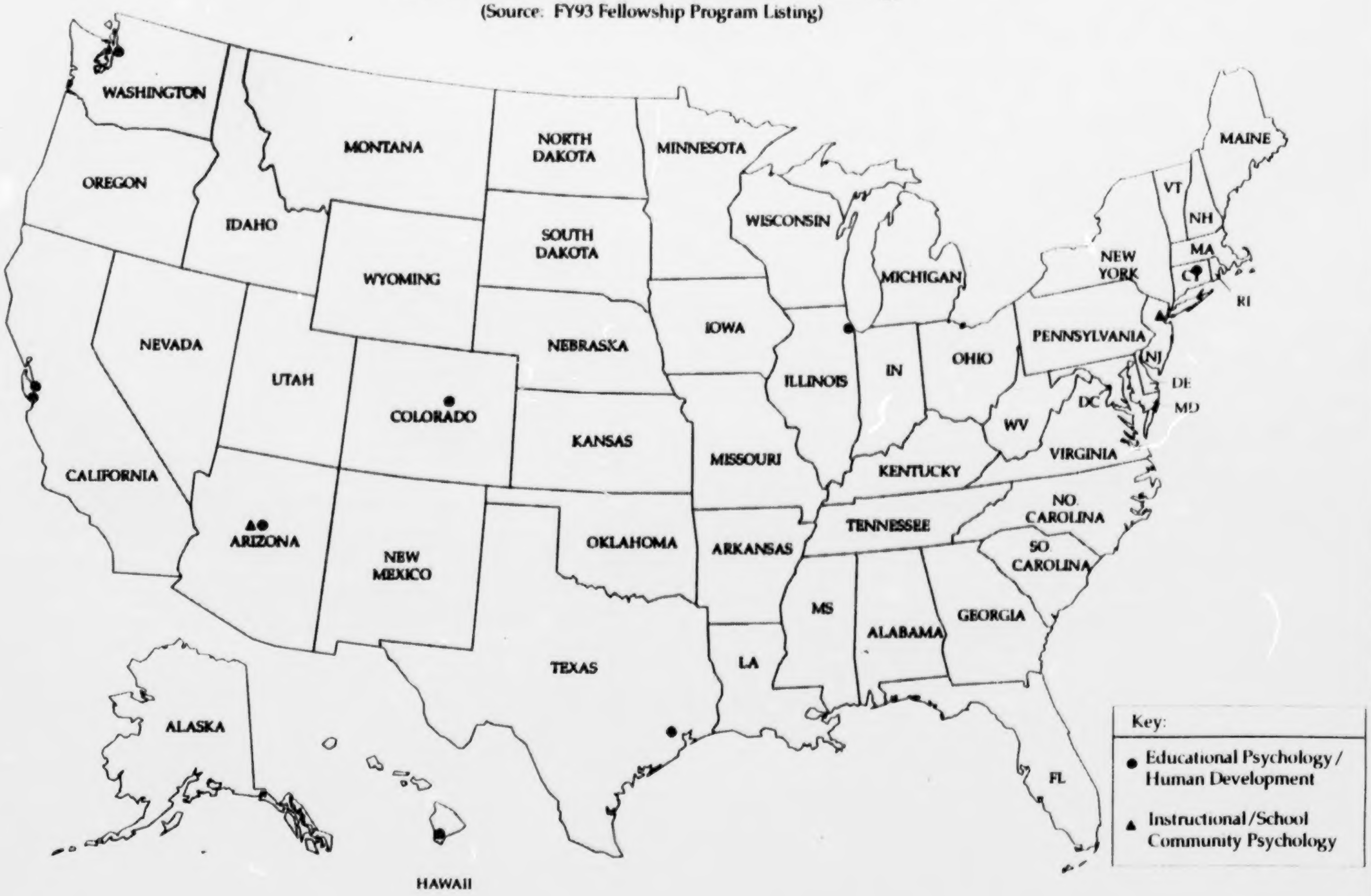
Listing of FY93 Title VII Fellowship Programs by State Providing Specialization in Clinical Psychology and Counseling

Organization	City	State
University of the Pacific	Stockton	California
University of Hawaii at Manoa	Honolulu	Hawaii
Seton Hall University	South Orange	New Jersey
Teacher's College - Columbia University	New York	New York
The Pennsylvania State University	University Park	Pennsylvania
George Mason University	Fairfax	Virginia

FIGURE 5

Location of FY93 Title VII Fellowship Programs Providing Specializations in Educational Psychology/Human Development and Instructional/School/Community Psychology

(Source: FY93 Fellowship Program Listing)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Key:
● Educational Psychology / Human Development
▲ Instructional /School Community Psychology

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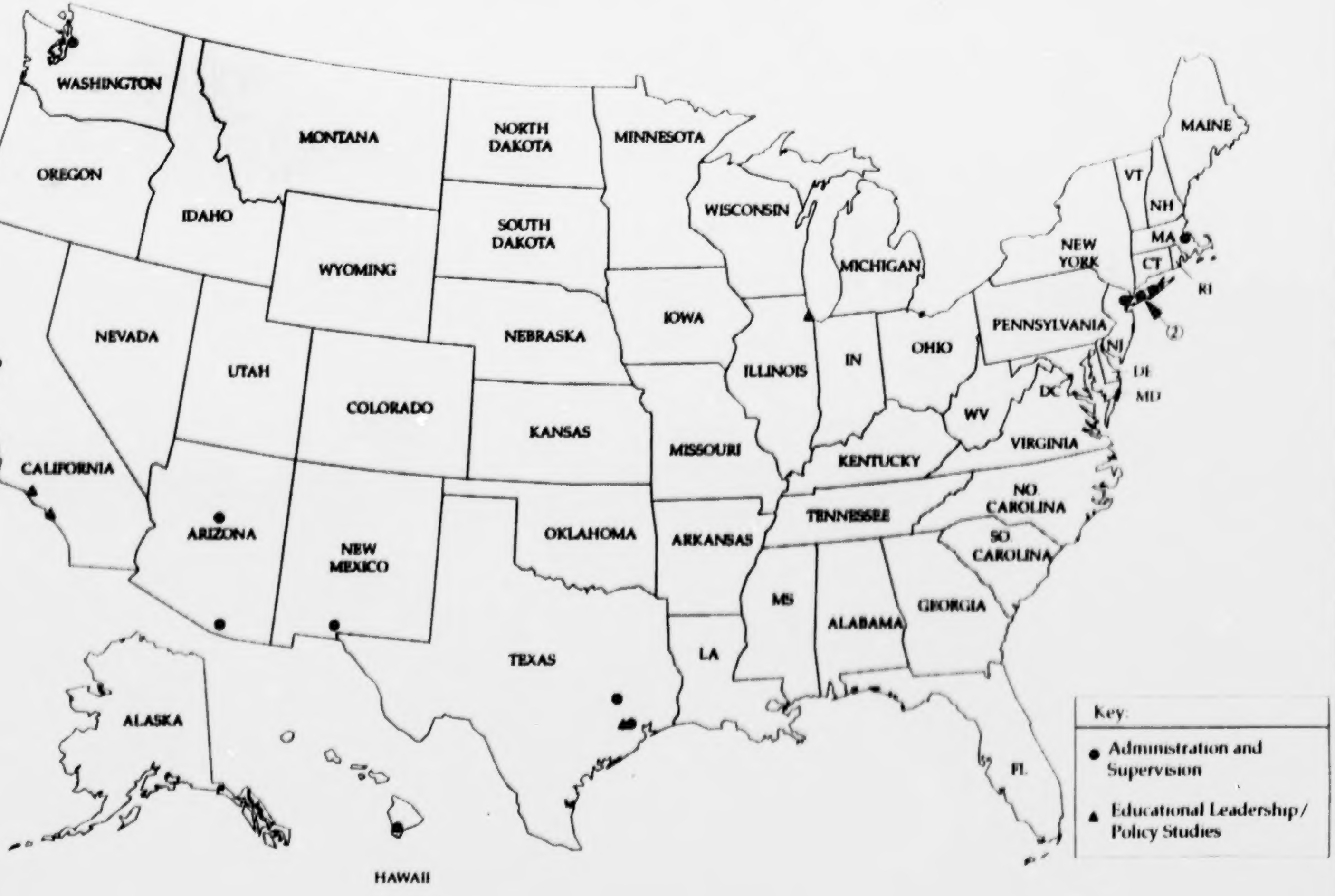
TABLE 5

Listing of FY93 Title VII Fellowship Programs by State Providing Specialization in Educational Psychology/Human Development

Organization	City	State
Educational Psychology/Human Development:		
Northern Arizona University	Flagstaff	Arizona
Stanford University	Stanford	California
University of California - Santa Cruz	Santa Cruz	California
University of Connecticut	Storrs	Connecticut
University of Hawaii at Manoa	Honolulu	Hawaii
University of Illinois - Chicago	Chicago	Illinois
University of Houston	Houston	Texas
University of Washington	Seattle	Washington
Instructional/School/Community Psychology:		
Northern Arizona University	Flagstaff	Arizona
Seton Hall University	South Orange	New Jersey

FIGURE 6
Location of FY93 Title VII Fellowship Programs Providing Specialization in Leadership, Policy, and Administration

(Source: FY93 Fellowship Program Listing)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ALASKA
HAWAII
Key:
● Administration and Supervision
▲ Educational Leadership / Policy Studies

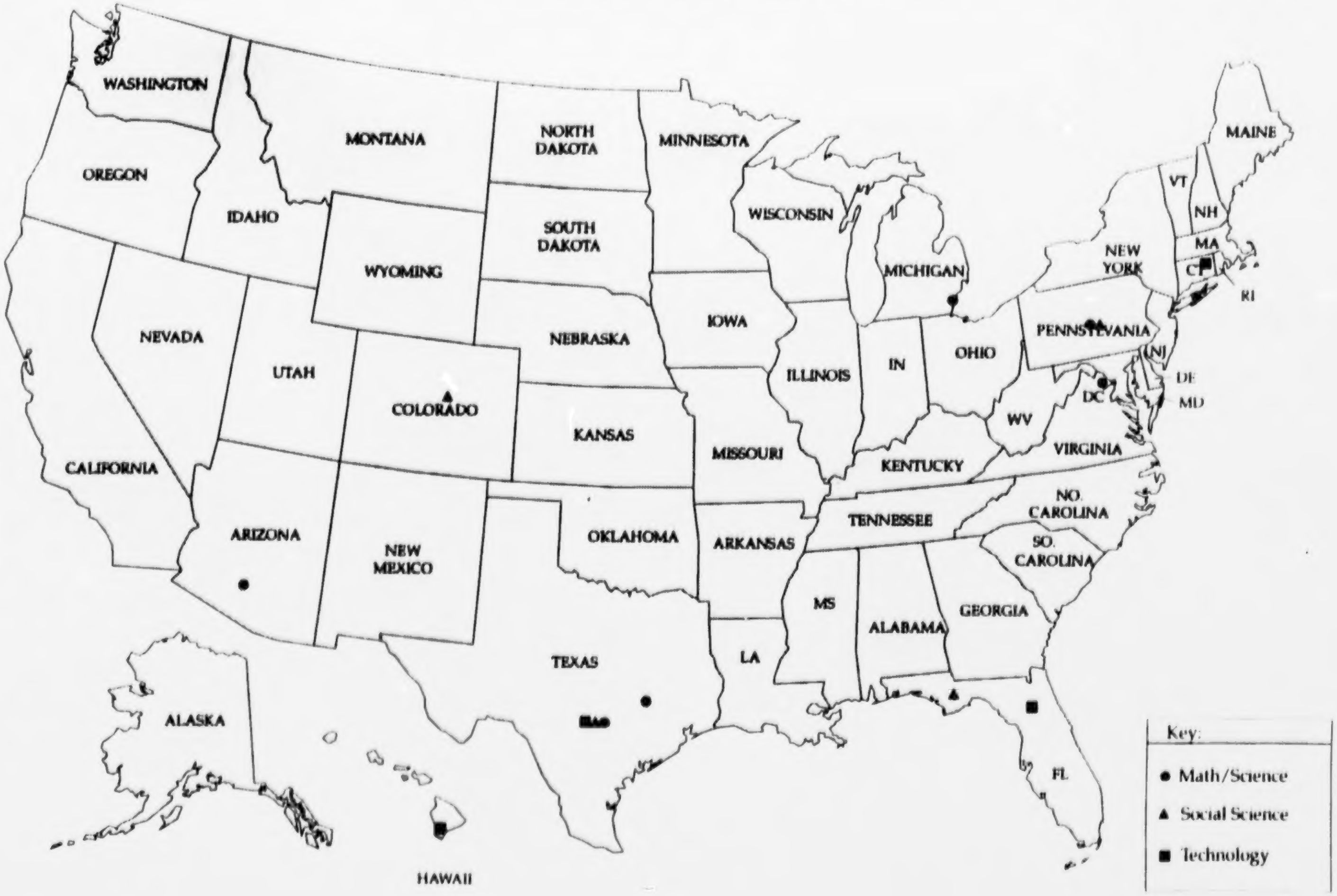
TABLE 6

Listing of FY93 Title VII Fellowship Programs by State Providing Specialization in Leadership, Policy, and Administration

Organization	City	State
Administration and Supervision:		
Northern Arizona University	Flagstaff	Arizona
University of Arizona	Tucson	Arizona
Stanford University	Stanford	California
University of the Pacific	Stockton	California
University of Hawaii at Manoa	Honolulu	Hawaii
Harvard University	Cambridge	Massachusetts
Seton Hall University	South Orange	New Jersey
New Mexico State University	Las Cruces	New Mexico
Bank Street College of Education	New York	New York
St. John's University	Jamaica	New York
Teacher's College - Columbia University	New York	New York
Sam Houston State University	Huntsville	Texas
University of Houston	Houston	Texas
University of Washington	Seattle	Washington
Educational Leadership/Policy Studies:		
University of California - Santa Barbara	Santa Barbara	California
University of Southern California	Los Angeles	California
University of Illinois - Chicago	Chicago	Illinois
University of Houston	Houston	Texas

FIGURE 7
Location of FY93 Title VII Fellowship Programs
Programs Providing Specialization in Math, Science, Social Science, and Technology

(Source: FY93 Fellowship Program Listing)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PENNSYLVANIA
NEW YORK
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MAINE
MA
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ALASKA
HAWAII
Key:
● Math/Science
▲ Social Science
■ Technology

TABLE 7

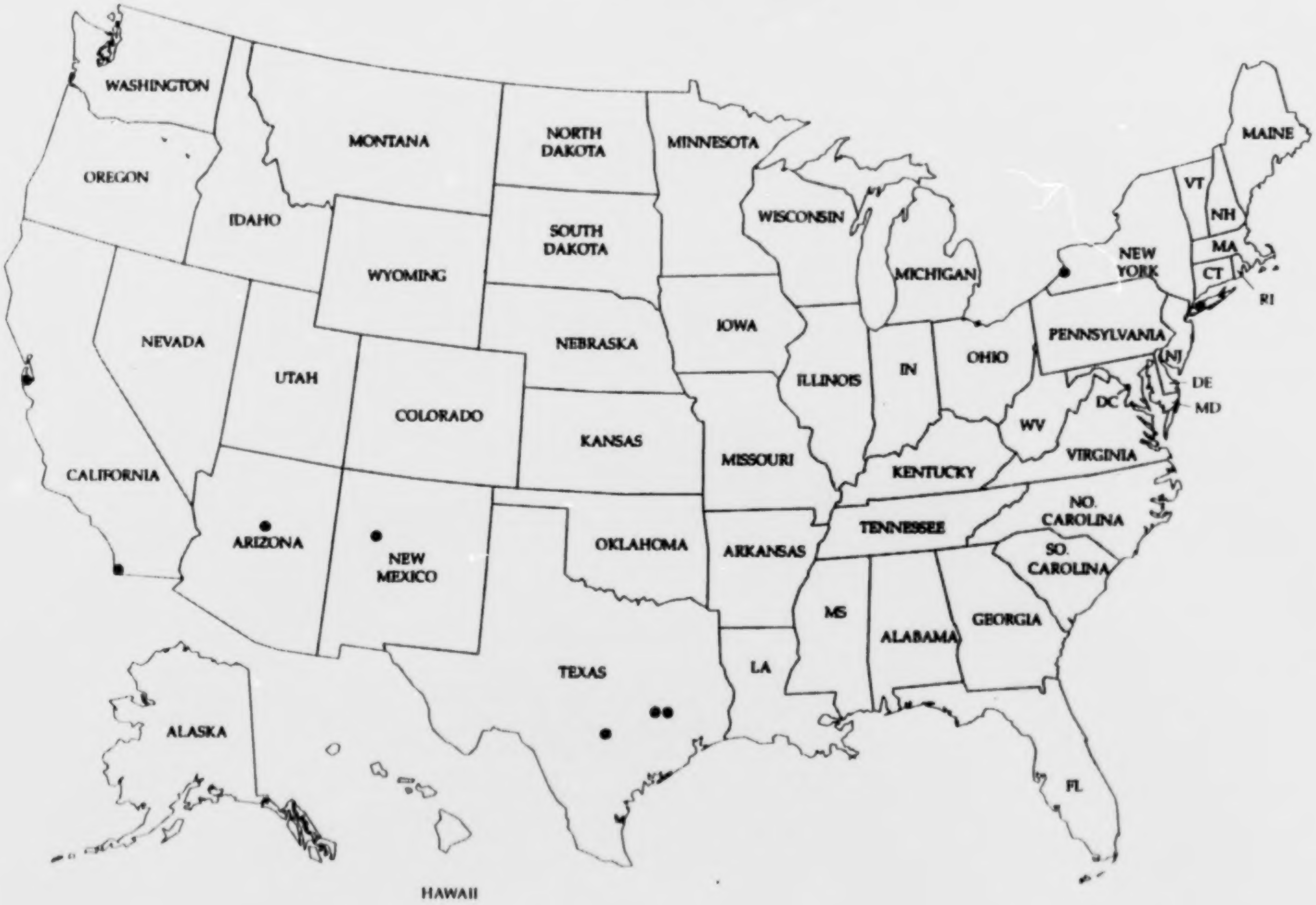
Listing of FY93 Title VII Fellowship Programs by State Providing Specialization in Math, Science, Social Science, and Technology

Organization	City	State
Math/Science:		
Arizona State University	Tempe	Arizona
Wayne State University	Detroit	Michigan
St. John's University	Jamaica	New York
The Pennsylvania State University	University Park	Pennsylvania
Texas A & M University	College Station	Texas
University of Texas - Austin	Austin	Texas
George Mason University	Fairfax	Virginia
Social Science:		
University of Colorado	Boulder	Colorado
Florida State University	Tallahassee	Florida
The Pennsylvania State University	University Park	Pennsylvania
University of Texas - Austin	Austin	Texas
Technology:		
University of Connecticut	Storrs	Connecticut
University of Florida	Gainesville	Florida
University of Hawaii at Manoa	Honolulu	Hawaii
University of Texas - Austin	Austin	Texas

FIGURE 8

Location of FY93 Title VII Fellowship Programs Providing Specialization in ESL, Bilingual, and Multicultural Education

(Source: FY93 Fellowship Program Listing)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ALASKA
HAWAII

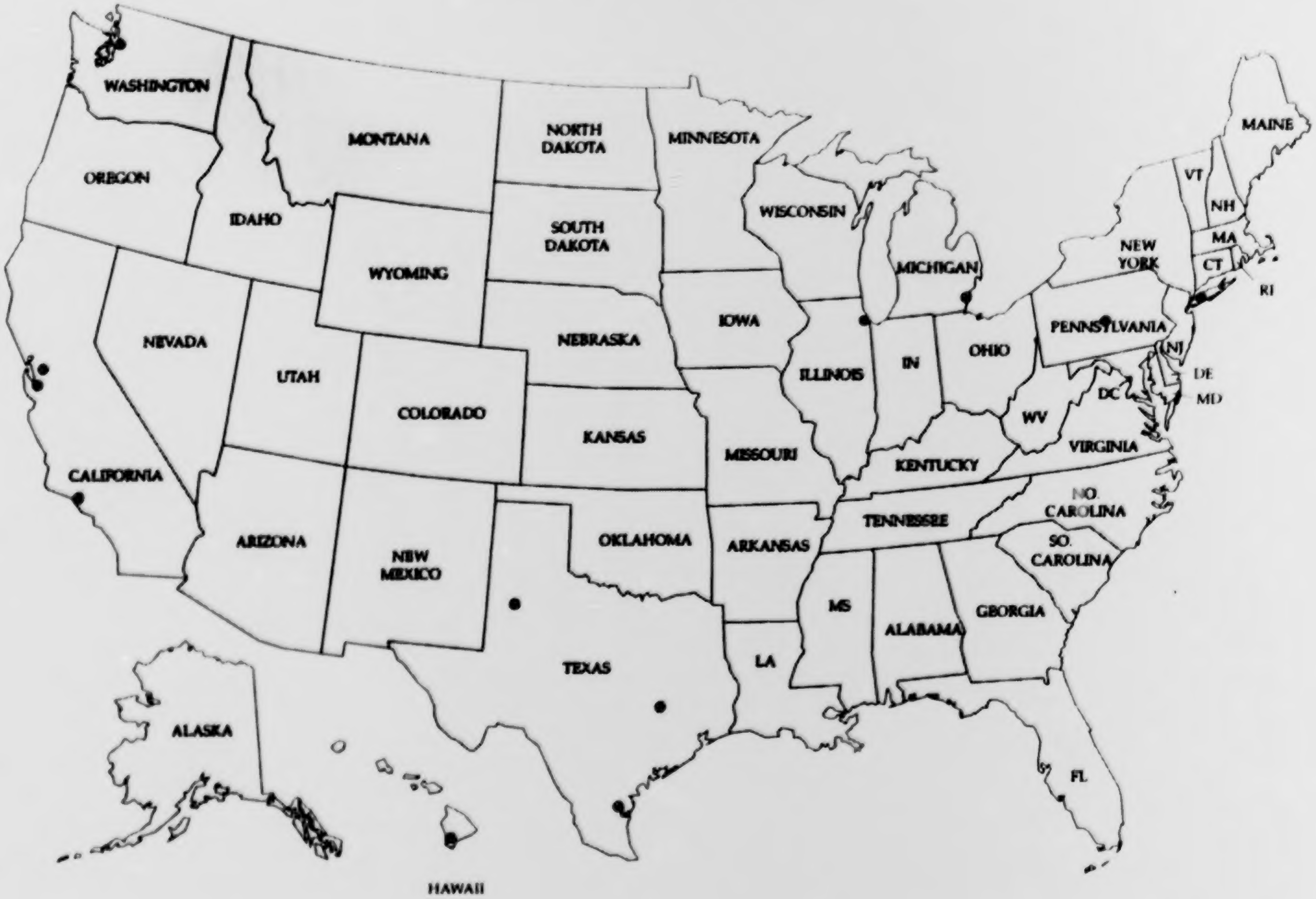
TABLE 8

Listing of FY93 Title VII Fellowship Programs by State Providing Specialization in ESL, Bilingual and Multicultural Education

Organization	City	State
Northern Arizona University	Flagstaff	Arizona
San Diego State University	San Diego	California
University of San Francisco	San Francisco	California
New Mexico State University	Las Cruces	New Mexico
New York University	New York	New York
SUNY - Buffalo	Buffalo	New York
Sam Houston State University	Huntsville	Texas
Texas A & M University	College Station	Texas
University of Texas - Austin	Austin	Texas

FIGURE 9
Location of FY93 Title VII Fellowship Programs Offering Specialization in Curriculum and Instruction

(Source: FY93 Fellowship Program Listing)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TEXAS
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ALASKA
HAWAII

TABLE 9

Listing of FY93 Title VII Fellowship Programs by State Providing Specialization in Curriculum and Instruction

Organization	City	State
Stanford University	Stanford	California
University of California - Santa Barbara	Santa Barbara	California
University of the Pacific	Stockton	California
University of Hawaii at Manoa	Honolulu	Hawaii
University of Illinois - Chicago	Chicago	Illinois
Wayne State University	Detroit	Michigan
Teacher's College - Columbia University	New York	New York
The Pennsylvania State University	University Park	Pennsylvania
Texas A & I University	Kingsville	Texas
Texas A & M University	College Station	Texas
Texas Tech University	Lubbock	Texas
University of Washington	Seattle	Washington

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SIAC
Special Issues Analysis Center

Place of Birth and Length of Residence of LEP Students by Title VII Status

Short Turnaround Report No. 36

Prepared by:

Development Associates, Inc.
1730 North Lynn Street
Arlington, Virginia 22209-2023
(703) 276-0677
(Contract # T292001001)

Submitted:

July 19, 1994

Place of Birth and Length of U.S. Residence of LEP Students by Title VII Status

The purpose of this report is to provide information on the place of birth and length of residence of LEP students by Title VII status. The data used in this report come from the LEP Descriptive Study, which was conducted by Development Associates, Inc. The data are based on a sample of 1,835 schools; however, the results have been weighted to be nationally representative.

Table 1 presents data on the place of birth and length of U.S. residence of LEP students by Title VII status. The results indicate that 36.4% of all LEP students were born in the United States. The differences based on Title VII status were relatively small.

Caution should be used in interpreting these results. The results are based on estimates provided by school administrators, and not the examination of school records. Also, schools do not necessarily have accurate information about their students' place of birth. Thus, the accuracy of the estimates is unknown.

These data contrast with those reported by McArthur (1993) using the 1989 Current Population Survey (CPS) data. For children 5-17 years old who were reported to speak English less than "very well," 58.6% were reported to be born in the United States. The differences between the CPS and school-based figures are likely to be due to: (1) differences in how LEP status were defined; and (2) the motivations of the respondent for reporting U.S. or foreign birth. We believe that school-based staff use a more detailed and more valid definition of LEP status, and also that they have less motivation to provide a biased account of place of birth. Thus despite the cautions listed above, we believe that the data in Table 1 provide the best available estimates.

TABLE 1

Place of Birth and Length of U.S. Residence of LEP Students by Title VII Status*

(Source: LEPS School Mail Survey)

Place of Birth/ Length of U.S. Residence	Percentage of LEP Students by Title VII Status: Title VII School	Non-Title VII School in Title VII District	Non-Title VII District	Total*
Born in the U.S.	37.6%	35.0%	36.3%	36.4%
Born elsewhere but lived in the U.S. for at least five years	12.8	17.8	16.7	15.6
Born elsewhere but lived in the U.S. for one to four years	31.0	32.0	27.6	30.5
Born elsewhere but lived in the U.S. for less than one year	18.5	15.2	19.4	17.5
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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* The number of respondents to these items was 1,410; this was 76.8% of those who responded to the survey. The results are weighted to be nationally representative. The results are based on estimates provided by school administrators, and not the examination of school records. Schools do not necessarily have accurate information about their students' places of birth. Thus, the accuracy of the estimates is unknown.

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Place of Birth and Length of Residence of LEP Students by Title VII Status

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Prepared by:

Development Associates, Inc.
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Submitted:

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(Source: LEPS School Mail Survey)

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Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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Place of Birth and Length of U.S. Residence of LEP Students by Title VII Status

The purpose of this report is to provide information on the place of birth and length of residence of LEP students by Title VII status. The data used in this report come from the LEP Descriptive Study, which was conducted by Development Associates, Inc. The data are based on a sample of 1,835 schools; however, the results have been weighted to be nationally representative.

Table 1 presents data on the place of birth and length of U.S. residence of LEP students by Title VII status. The results indicate that 36.4% of all LEP students were born in the United States. The differences based on Title VII status were relatively small.

Caution should be used in interpreting these results. The results are based on estimates provided by school administrators, and not the examination of school records. Also, schools do not necessarily have accurate information about their students' place of birth. Thus, the accuracy of the estimates is unknown.

These data contrast with those reported by McArthur (1993) using the 1989 Current Population Survey (CPS) data. For children 5-17 years old who were reported to speak English less than "very well," 58.6% were reported to be born in the United States. The differences between the CPS and school-based figures are likely to be due to: (1) differences in how LEP status were defined; and (2) the motivations of the respondent for reporting U.S. or foreign birth. We believe that school-based staff use a more detailed and more valid definition of LEP status, and also that they have less motivation to provide a biased account of place of birth. Thus despite the cautions listed above, we believe that the data in Table 1 provide the best available estimates.

TABLE 1

Place of Birth and Length of U.S. Residence of LEP Students by Title VII Status*

(Source: LEPS School Mail Survey)

	Percentage of LEP Students by Title VII Status			
Place of Birth/ Length of U.S. Residence	**Title VII School**	**Non-Title VII School in Title VII District**	**Non-Title VII District**	**Total**
Born in the U.S.	37.6%	35.0%	36.3%	36.4%
Born elsewhere but lived in the U.S. for at least five years	12.8	17.8	16.7	15.6
Born elsewhere but lived in the U.S. for one to four years	31.0	32.0	27.6	30.5
Born elsewhere but lived in the U.S. for less than one year	18.5	15.2	19.4	17.5
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

* The number of respondents to these items was 1,410; this was 76.8% of those who responded to the survey. The results are weighted to be nationally representative. The results are based on estimates provided by school administrators, and not the examination of school records. Schools do not necessarily have accurate information about their students' places of birth. Thus, the accuracy of the estimates is unknown.

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Special Issues Analysis Center

FY92 Title VII TBE, DBE, and SAIP Projects by State and Program Type

Short Turnaround Report, No. 37

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Submitted:

August 9, 1994

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FY92 Title VII Transitional Bilingual Education, Developmental Bilingual Education, and Special Alternative Instructional Projects by State and Program Type

This report provides project listings of FY92 Title VII programs by state and program type. The listings include projects in the Transitional Bilingual Education Program (TBE), the Developmental Bilingual Education Program (DBE), and the Special Alternative Instructional Program (SAIP) only. Projects of special priority within respective programs are also listed (Magnet School Priority and Recent Arrivals Priority). A list of CFDA codes with respective program titles and abbreviations is provided in the beginning of the listings.

Each project listing includes project identification number, CFDA code, grantee organization, city, state, and total obligated funding amount. Projects in each state begin on a new page. Projects from the U.S. territories are listed at the end of the document.

TITLE VII BILINGUAL EDUCATION PROGRAMS

CFDA Codes, Program Titles, and Program Abbreviations

CFDA	Program Title	Abbreviation
A	Transitional Bilingual Education Program	TBE
B	Developmental Bilingual Education Program (Magnet School Priority)	DBE(M)
C	Developmental Bilingual Education Program	DBE
D *	Transitional Bilingual Education Program (Math/Science Priority)	TBE(S)
E	Special Alternative Instructional Program	SAIP
F	Special Alternative Instructional Program (Magnet School Priority)	SAIP(M)
G	Academic Excellence Program	AEP
J	Family English Literacy Program	FELP
K *	Special Alternative Instructional Program (Math/Science Priority)	SAIP(S)
M	Transitional Bilingual Education Program (Recent Arrivals Priority)	TBE(R)
N	Special Alternative Instructional Program (Recent Arrivals Priority)	SAIP(R)

* New programs in FY93

FY92 Title VII TBE, DBE, and SAIP Projects:

Alabama

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10047	A	**BLOUNT** COUNTY BOARD OF EDUCATION	ONEONTA	AL	175000
T003E00131	E	**MOBILE** COUNTY PUBLIC SCHOOL	MOBILE	AL	145530
T003N20042	N	MOBILE COUNTY PUBLIC SCHOOLS	MOBILE	AL	200000

FY92 Title VII TBE, DBE, and SAIP Projects:

Alaska

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A1[illegible]	A	CITY & BOROUGH OF JUNEAU SCH DIST	JUNEAU	AK	175000
T003A20157	A	BERING STRAIT SCHOOL DISTRICT	UNALAKLEEK	AK	80000
T003C20051	C	ANCHORAGE SCHOOL DISTRICT	ANCHORAGE	AK	141999
T003E00134	E	KASHUNAMIUT SCHOOL DISTRICT	CHEVAK	AK	90000
T003E90056	E	BERING STRAIT SCHOOL DISTRICT	UNALAKLEEK	AK	98912

FY92 Title VII TBE, DBE, and SAIP Projects:

Arizona

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00131	A	RED ROCK DAY SCHOOL	RED VALLEY	AZ	135000
T003A00162	A	PEACH SPRINGS SCHOOL DISTRICT 8	PEACH SPRINGS	AZ	126000
T003A00170	A	KAYENTA BOARDING SCHOOL	NAVAJO	AZ	135000
T003A00198	A	GANADO UNFIED SCHOOL DISTRICT 20	GANADO	AZ	125818
T003A10065	A	PINON UNIFIED SCHOOL DISTRICT 4	PINON	AZ	175000
T003A10154	A	SANDERS UNIFIED SCHOOL DIST #18	SANDERS	AZ	174640
T003A10162	A	KAYENTA UNIFIED SCHOOL DISTRICT	KAYENTA	AZ	120612
T003A20128	A	OSBORN SCHOOL DISTRICT #8	PHOENIX	AZ	170000
T003A20228	A	TEECNOSPOS BOARDING SCHOOL	TEECNOSPOS	AZ	175000
T003A20300	A	SANTA CRUZ VALLEY UNIFIED DIST 35	TUMACACORI	AZ	175000
T003A20304	A	BISBEE UNIFIED SCHOOL DISTRICT #2	BISBEE	AZ	140000
T003A80056	A	TUBA CITY UNIFIED SCHOOL DIST 15	TUBA CITY	AZ	128198
T003A80076	A	WELLTON ELEMENTARY SCHOOL DIST	WELLTON	AZ	96164
T003A80083	A	INDIAN OASIS-BABOQUIVARI UNIFIED	SELLS	AZ	88808
T003A80088	A	TUCSON UNIFIED SCHOOL DISTRICT	TUCSON	AZ	95904
T003A80152	A	NOGALES UNIFIED SCHOOL DIST. #L	NOGALES	AZ	170535
T003A80206	A	GANADO UNIFIED SCHL DIST NO. 20	GANADO	AZ	117927
T003A80239	A	ROCK POINT COMMUNITY SCHOOL	ROCK POINT	AZ	101487
T003A80243	A	SUNNYSIDE UNIFIED SCHOOL DIST 12	TUCSON	AZ	90939
T003A80264	A	TUBA CITY UNIFIED SCHOOL DIST 15	TUBA CITY	AZ	92689
T003A80284	A	TOHONO O'ODHAM NATION	SELLS	AZ	145764
T003A80309	A	SANTA ROSA BOARDING & DAY SCHOOL	SELLS	AZ	100664
T003A80321	A	MARICOPA UNIFIED SCHOOL DIST 20	MARICOPA	AZ	97047
T003A80326	A	MURPHY ELEMENTARY SCHOOL DIST 21	PHOENIX	AZ	99091
T003A80352	A	DYSART UNIFIED SCHOOL DISTRICT	PEORIA	AZ	102978
T003A90005	A	SANTA ROSA RANCH SCHOOL	TUCSON	AZ	94581
T003A90053	A	ROUGH ROCK SCHOOL BOARD, INC.	CHINLE	AZ	172109
T003A90103	A	SUNNYSIDE UNIFIED SCH DISTRICT	TUCSON	AZ	118021
T003A90201	A	LITTLETON ELEMENTARY S. D. #65	CASHION	AZ	92988
T003A90229	A	SHONTO BOARDING SCHOOL	SHONTO	AZ	146100
T003A90246	A	PHOENIX ELEMENTARY S. D. #1	PHOENIX	AZ	280852
T003A90253	A	WILSON SCHOOL DISTRICT NO. #7	PHOENIX	AZ	247902
T003A90284	A	HAVASUPAI TRIBE	SUPAI	AZ	81236
T003C20045	C	ROOSEVELT ELEM SCHL DIST #66	PHOENIX	AZ	119792

FY92 Title VII TBE, DBE, and SAIP Projects:

Arizona (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E00036	E	FLAGSTAFF UNIFIED SCHL DIST NO.1	COCONINO	AZ	123030
T003E00064	E	ISAAC SCHOOL DISTRICT NO. 5	PHOENIX	AZ	145530
T003E10069	E	SAN CARLOS UNIFIED SCH DIST 20	SAN CARLOS	AZ	126174
T003E10132	E	DOUGLAS UNIFIED SCHOOL DIST #27	DOUGLAS	AZ	164738
T003E20136	E	GLENDALE UNION HIGH SCH DIST	GLENDALE	AZ	93492
T003E20137	E	YUMA EDUC(L) SUPPORT SERVICES	YUMA	AZ	130000
T003E20144	E	TEMPE SCHOOL DISTRICT NO 3	TEMPE	AZ	118677
T003E80031	E	NOGALES UNIFIED SCH DIST NO. ONE	NOGALES	AZ	41988
T003E90027	E	WASHINGTON ELEM SCHOOL DISTRICT 6	PHOENIX	AZ	43529
T003E90117	E	TEMPE SCHOOL DISTRICT #3	TEMPE	AZ	60000
T003E90142	E	GANADO U. S. D./GANADO MIDDLE SCH	GANADO	AZ	54287
T003E90144	E	PHOENIX UNION HIGH SCHOOL DIST.	PHOENIX	AZ	88438
T003M20058	M	CREIGHTON ELEMENTARY SCHL DIST 14	PHOENIX	AZ	140000

FY92 Title VII TBE, DBE, and SAIP Projects:

Arkansas

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E00120	E	DENNEHOTSO BOARDING SCHOOL	DENNEHOTSO	AR	96700

FY92 Title VII TBE, DBE, and SAIP Projects:

California

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00003	A	CHOWCHILLA SCHOOL DISTRICT	CHOWCHILLA	CA	135000
T003A00005	A	MARYSVILLE JOINT UNFIED SCHL DIST	MARYSVILLE	CA	180000
T003A00008	A	WEST COVINA UNIFIED SCHOOL DIST	WEST COVINA	CA	150943
T003A00013	A	SHASTA COUNTY OFFICE OF EDUCATION	REDDING	CA	135000
T003A00033	A	HOLLISTER SCHOOL DISTRICT	HOLLISTER	CA	135000
T003A00057	A	CHATOM SCHOOL DISTRICT	TURLOCK	CA	153000
T003A00075	A	CAMPBELL UNION HIGH SCHOOL DIST	SAN JOSE	CA	103500
T003A00076	A	CALEXICO UNIFIED SCHOOL DISTRICT	CALEXICO	CA	135000
T003A00081	A	RIO SCHOOL DISTRICT	OXNARD	CA	112500
T003A00117	A	FONTANA UNIFIED SCHOOL DISTRICT	FONTANA	CA	135000
T003A00120	A	MOORPARK UNIFIED SCHOOL DISTRICT	MOORPARK	CA	60990
T003A00122	A	VAL VERDE SCHOOL DISTRICT	PERRIS	CA	157124
T003A00123	A	SANTA BARBARA HIGH SCHOOL DIST	SANTA BARBARA	CA	162000
T003A00134	A	BALDWIN PARK UNIFIED SCHOOL DIST	BALDWIN PARK	CA	167351
T003A00136	A	SAN DIEQUITO UNION HIGH SCHL DIST	SAN DIEGO	CA	107972
T003A00146	A	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	180000
T003A00151	A	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	135000
T003A00153	A	CHARTER OAK UNIFIED SCHOOL DIST	COVINA	CA	154270
T003A00159	A	FORT BRAGG UNIFIED SCHOOL DIST	FORT BRAGG	CA	135000
T003A00161	A	LA HABRA CITY SCHOOL DISTRICT	LA HABRA	CA	193500
T003A00185	A	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	422324
T003A00190	A	LAKE TAHOE UNIFIED SCHOOL DIST	SOUTH LAKE TAHOE	CA	103491
T003A00194	A	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA	CA	225000
T003A00203	A	PAJARO VALLEY UNIFIED SCHOOL DIST	WATSONVILLE	CA	153000
T003A00212	A	YUBA CITY UNIFIED SCHOOL DISTRICT	YUBA CITY	CA	162000
T003A00218	A	CHICO UNIFIED SCHOOL DISTRICT	CHICO	CA	180000
T003A00226	A	AZUSA UNIFIED SCHOOL DITRICT	AZUSA	CA	162847
T003A00232	A	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	CA	112500
T003A00235	A	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	295350
T003A00236	A	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	112500
T003A00238	A	GILROY UNIFIED SCHOOL DISTRICT	GILROY	CA	135000
T003A00257	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	178883
T003A10010	A	OXNARD ELEMENTARY SCHOOL DISTRICT	OXNARD	CA	174998
T003A10030	A	LA HABRA CITY SCHOOL DISTRICT	LA HABRA	CA	175000
T003A10033	A	CASTAIC UNION SCHOOL DISTRICT	CASTAIC	CA	149975
T003A10043	A	GLENN COUNTY OFFICE OF EDUCATION	WILLOWS	CA	175000
T003A10044	A	LOS BANOS UNIFIED SCHOOL DISTRICT	LOS BANOS	CA	157500

FY92 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10059	A	BASSETT UNIFIED SCHOOL DISTRICT	LA PUENTE	CA	174712
T003A10067	A	ANDERSON VALLEY UNIFIED SCH DIST	BOONVILLE	CA	166000
T003A10077	A	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	350000
T003A10104	A	DOS PALOS JOINT UNION HIGH SCH	DOS PALOS	CA	147865
T003A10122	A	CABRILLO UNIFIED SCHOOL DISTRICT	HALF MOON BAY	CA	174896
T003A10127	A	LAUSD ELEMENTARY DISTRICT 4	VAN NUYS	CA	199994
T003A10159	A	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	199737
T003A10204	A	PAJARO VALLEY UNIFIED SCHOOL DIST	WATSONVILLE	CA	174924
T003A10210	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	174955
T003A10229	A	LINDSAY UNIFIED SCHOOL DISTRICT	LINDSAY	CA	174991
T003A10245	A	KERMAN UNIFIED SCHOOL DISTRICT	KERMAN	CA	121746
T003A10263	A	BELLFLOWER UNIFIED SCHOOL DIST	BELLFLOWER	CA	175000
T003A10264	A	NORWALK-LA MIRADA UNIFIED SCH DIS	NORWALK	CA	150000
T003A10268	A	COVINA-VALLEY UNIFIED SCHOOL DIST	LOS ANGELES	CA	174229
T003A10278	A	BRAWLEY SCHOOL DISTRICT	BRAWLEY	CA	149986
T003A10285	A	SANTA CLARA UNIFIED SCHOOL DIST	SANTA CLARE	CA	158436
T003A10294	A	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	174889
T003A10301	A	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA	CA	175000
T003A10315	A	LOS NIETOS SCHOOL DISTRICT	WHITTIER	CA	174625
T003A10323	A	OAK GROVE ELEMENTARY SCH DISTRICT	SAN JOSE	CA	175000
T003A20009	A	BASSETT UNIFIED SCHOOL DIST	LA PUENTE	CA	170066
T003A20015	A	PERRIS ELEMENTARY SCHOOL DISTRICT	PERRIS	CA	170000
T003A20019	A	LUSTHER BURBANK SCHOOL DISTRICT	SAN JOSE	CA	175000
T003A20027	A	KERMAN UNIFIED SCHOOL DISTRICT	KERMAN	CA	150000
T003A20033	A	JEFFERSON UNION HIGH SCH DIST	DALE CITY	CA	160000
T003A20058	A	LE GRAND UNION ELEM SCH DIST	LE GRAND	CA	160000
T003A20062	A	MORENO VALLEY UNIFIED SCH DIST	MORENO VALLEY	CA	169369
T003A20066	A	MONROVIA UNIFIED SCHOOL DISTRICT	MONROVIA	CA	174997
T003A20086	A	VALLEJO CITY UNIFIED SCH DISTRICT	VALLEJO	CA	170000
T003A20092	A	SAN JOAQUIN CTY OFFICE OF EDUC	STOCKTON	CA	175000
T003A20098	A	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	CA	169909
T003A20099	A	SANTA ANA UNFIED SCHOOL DISTRICT	SANTA ANA	CA	174000
T003A20161	A	LATON UNIFIED SCHOOL DISTRICT	LATON	CA	170000
T003A20168	A	WILLITS UNIFIED SCHOOL DISTRICT	WILLITS	CA	175000
T003A20178	A	GREENFIELD UNION SCHOOL DISTRICT	GREENFIELD	CA	175000
T003A20186	A	FARMERSVILLE SCHOOL DISTRICT	FARMERSVILLE	CA	160000
T003A20188	A	CHINO USD/DON ANTONIO LUGO H.S	CHINO	CA	165000

FY92 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20194	A	NORTH MONTEREY COUNTY U.S.D.	MOSS LANDING	CA	175000
T003A20226	A	WESTMINSTER SCHOOL DISTRICT	WESTMINSTER	CA	164977
T003A20276	A	TULELAKE BASIN JOINT UNIF	TULELAKE	CA	170000
T003A20278	A	BUENA PARK SCHOOL DISTRICT	BUENA PARK	CA	159998
T003A20280	A	COMPTON UNIFEID SCH DIST	COMPTON	CA	170000
T003A20281	A	TEMECULA VALLEY UNIF SCH DIST	TEMECULA	CA	160000
T003A20297	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	175000
T003A20307	A	WOODLAND JOINT UNIFIED SCH DIST	WOODLAND	CA	149258
T003A20322	A	SAN DIEGO CTY OFF OF EDUCATION	SAN DIEGO	CA	175000
T003A20324	A	DIXON UNIFIED SCHOOL DISTRICT	DIXON	CA	170000
T003A20332	A	RAVENSWOOD CITY SCHOOL DISTRICT	EAST PALO ALTO	CA	170000
T003A20363	A	EARLIMART ELEMENTARY SCH DIST	EARLIMART	CA	170000
T003A20370	A	CHARTER OAK UNIFIED SCHOOL DIST	COVINA	CA	164785
T003A50508	A	FULLERTON SCHOOL DISTRICT	FULLERTON	CA	102764
T003A50510	A	LA MESA-SPRING VALLEY SCHOOL DIST	LA MESA	CA	53585
T003A50511	A	NORTH MONTEREY COUNTY U.S.D.	MOSS LANDING	CA	118098
T003A50512	A	CAMPBELL UNION ELEMENTARY S. D.	CAMPBELL	CA	52333
T003A50513	A	LODI UNIFIED SCHOOL DISTRICT	LODI	CA	88167
T003A80007	A	WINDSOR UNION SCHOOL DISTRICT	WINDSOR	CA	72057
T003A80010	A	NAPA VALLEY UNIFIED SCH DISTRICT	NAPA	CA	82989
T003A80033	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	154175
T003A80054	A	LIVERMORE VALLEY JOINT	LIVERMORE	CA	121346
T003A80064	A	WASHINGTON UNIFIED SCHOOL	WEST SACRAMENTO	CA	73469
T003A80069	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	165682
T003A80074	A	HAWTHORNE SCHOOL DISTRICT	HAWTHORNE	CA	104545
T003A80080	A	MOUNTAIN VIEW SCHOOL DISTRICT	EL MONTE	CA	93579
T003A80097	A	RIVERSIDE UNIFIED SCHOOL DISTRICT	RIVERSIDE	CA	196083
T003A80099	A	CULVER CITY UNIFIED SCHOOL DIST.	CULVER CITY	CA	121365
T003A80103	A	LOS BANOS UNIFIED SCHOOL DISTRICT	LOS BANOS	CA	123619
T003A80106	A	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	CA	160917
T003A80125	A	MOUNTAIN VIEW-LOS ALTOS UNION HSD	MOUNTAIN VIEW	CA	87151
T003A80157	A	KELSEYVILLE UNIFIED SCHOOL DIST.	KELSEYVILLE	CA	121800
T003A80159	A	OCEAN VIEW SCHOOL DISTRICT	HUNTINGTON BEACH	CA	125210
T003A80176	A	ESCONDIDO UNION HIGH SCHOOL DIST.	ESCONDIDO	CA	128727
T003A80181	A	DOS PALOS JOINT UNION ELEMEN S.D.	DOS PALOS	CA	126457
T003A80192	A	MORGAN HILL UNIFIED SCHOOL DIST	MORGAN HILL	CA	126675
T003A80204	A	FREMONT UNION HIGH SCHOOL DIST	SUNNYVALE	CA	97516

FY92 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A80210	A	SAN FRANCISCO UNIFIED SCHL DIST	SAN FRANCISCO	CA	257470
T003A80212	A	ROWLAND UNIFIED SCHOOL DISTRICT	ROWLAND HEIGHTS	CA	123371
T003A80218	A	SOUTH BAY UNION SCHOOL DISTRICT	IMPERIAL BEACH	CA	115317
T003A80222	A	SACRAMENTO CITY UNIFIED SCH DIST	SACRAMENTO	CA	150000
T003A80229	A	TORRANCE UNIFIED SCHOOL DISTRICT	TORRANCE	CA	125388
T003A80241	A	CUCAMONGA SCHOOL DISTRICT	RANCHO CUCAMONGA	CA	89228
T003A80245	A	BERRYESSA UNION SCHOOL DISTRICT	SAN JOSE	CA	94637
T003A80249	A	GARVEY SCHOOL DISTRICT	ROSEMEAD	CA	148188
T003A80255	A	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	139139
T003A80257	A	MERCED CITY SCHOOL DISTRICT	MERCED	CA	116857
T003A80289	A	NEWPORT-MESA UNIFIED SCHOOL DIST	NEWPORT BEACH	CA	83684
T003A80292	A	IMPERIAL COUNTY OFFICE OF EDUC	EL CENTRO	CA	121084
T003A80297	A	MONTEBELLO UNIFIED SCHOOL DIST	MONTEBELLO	CA	100241
T003A80303	A	TEHAMA COUNTY DEPT OF EDUCATION	RED BLUFF	CA	189388
T003A80339	A	CARLSBAD UNIFIED SCHOOL DISTRICT	CARLSBAD	CA	70002
T003A80343	A	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	309194
T003A80359	A	FOUNTAIN VALLEY SCHOOL DISTRICT	FOUNTAIN VALLEY	CA	142697
T003A80363	A	FRANKLIN MCKINLEY SCHOOL DISTRICT	SAN JOSE	CA	95350
T003A90001	A	SALINAS CITY SCHOOL DISTRICT	SALINAS	CA	84887
T003A90011	A	MERCED COUNTY SCHOOLS	MERCED	CA	308637
T003A90013	A	GEYERSVILLE UNIFIED SCHOOL DIST.	GEYERSVILLE	CA	76354
T003A90014	A	UKIAH UNIFIED SCHOOL DISTRICT	UKIAH	CA	134547
T003A90022	A	EAST WHITTIER CITY SCHOOL DIST.	WHITTIER	CA	63508
T003A90031	A	LODI UNIFIED SCHOOL DISTRICT	LODI	CA	195260
T003A90041	A	SABE/STUDENTS ACHIEVING IN	AZUSA	CA	171089
T003A90043	A	DESERT SANDS UNIFIED SCHOOL DIST.	INDIO	CA	259394
T003A90048	A	LAKE TAHOE UNIFIED SCHOOL DIST	SOUTH LAKE TAHOE	CA	103099
T003A90049	A	BRAWLEY SCHOOL DISTRICT	BRAWLEY	CA	89933
T003A90062	A	PAJARO VALLEY UNIFIED SCH. DIST.	WATSONVILLE	CA	159345
T003A90064	A	BUENA PARK SCHOOL DISTRICT	BUENA PARK	CA	136640
T003A90073	A	CUCAMONGA SCHOOL DISTRICT	RANCHO CUCAMONGA	CA	75000
T003A90075	A	SAN MATEO COUNTY OFFICE OF ED.	REDWOOD CITY	CA	138510
T003A90076	A	SANTA PAULA ELEM. SCHOOL DISTRICT	SANTA PAULA	CA	127804
T003A90079	A	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	CA	134274
T003A90100	A	OCEANSIDE UNIFIED SCHOOL DISTRICT	OCEANSIDE	CA	85000
T003A90108	A	SOLANA BEACH SCHOOL DISTRICT	SOLANA BEACH	CA	96095
T003A90113	A	FRESNO COUNTY OFFICE OF EDUCATION	FRESNO	CA	138318

FY92 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90119	A	LINDSAY UNIFIED SCHOOL DISTRICT	LINDSAY	CA	161433
T003A90121	A	FRESNO UNIFIED SCHOOL DISTRICT	FRESNO	CA	124788
T003A90125	A	BRAWLEY UNION HIGH SCHOOL DIST.	BRAWLEY	CA	176275
T003A90133	A	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	174084
T003A90149	A	CORONA-NORCO UNIFIED SCHOOL DIST.	CORONA	CA	155169
T003A90163	A	LOST HILLS UNION SCHOOL DISTRICT	LOS HILLS	CA	67445
T003A90168	A	SANTA BARBARA HIGH SCHOOL DIST	SANTA BARBARA	CA	141887
T003A90176	A	COVINA-VALLEY UNIIFIED SCH DIST	COVINA	CA	169413
T003A90203	A	HAYWARD UNIFIED SCHOOL DISTRICT	HAYWARD	CA	246411
T003A90205	A	RICHMOND UNIFIED SCHOOL DISTRICT	RICHMOND	CA	154084
T003A90211	A	SAN FRANCISCO UNIFIED SCH. DIST.	SAN FRANCISCO	CA	286522
T003A90218	A	SAN DIEGO UNIFIED SCHOOL DISTRICT	SAN DIEGO	CA	91125
T003A90224	A	COACHELLA VALLEY UNIFIED S. D.	THERMAL	CA	151608
T003A90225	A	LONG BEACH UNIFIED SCHOOL DIST.	LONG BEACH	CA	246560
T003A90233	A	BONSALL UNION SCHOOL DISTRICT	BONSALL	CA	61000
T003A90239	A	PARLIER UNIFIED SCHOOL DISTRICT	PARLIER	CA	183012
T003A90267	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	213301
T003A90276	A	PLACER COUNTY OFFICE OF EDUCATION	AUBURN	CA	194400
T003A90279	A	VALLEY CENTER UNION SCHOOL DIST	VALLEY CENTER	CA	79552
T003A90281	A	ANAHEIM UNION HIGH SCHOOL DIST	ANAHEIM	CA	139574
T003A90315	A	ENCINITAS UNION SCHOOL DISTRICT	ENCINITAS	CA	90347
T003A90328	A	FALLBROOK UNION ELMN SCHL DIST	FALLBROOK	CA	101000
T003C00008	C	LOS ANGELES COUNTY OFFICE OF ED.	DOWNEY	CA	260000
T003C00013	C	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	214688
T003C00019	C	SADDLEBACK VALLEY UNIFIED S. D.	MISSION VIEJO	CA	83053
T003C00044	C	CULVER CITY UNIFIED SCHOOL DIST.	CULVER CITY	CA	158990
T003C00059	C	VALLEY CENTER UNION SCHOOL DIST.	VALLEY CENTER	CA	101545
T003C00096	C	LOS ANGELES UNIFIED SCHOOL DIST.	LOS ANGELES	CA	171900
T003C00110	C	SANTA MONICA-MALIBU UNIFIED S. D.	SANTA MONICA	CA	175975
T003C10012	C	SAN JOSE UNIVIED SHCOOL DISTRICT	SAN JOSE	CA	175000
T003C10029	C	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	170000
T003C10034	C	BARSTOW UNIFIED SCHOOL DISTRICT	BARSTOW	CA	115117
T003C10060	C	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	170000
T003C20007	C	CAPISTRANO UNIFIED SCHL DIST	SAN JUAN CAPISTRANO	CA	172984
T003C20014	C	PASADENA UNIFIED SCHOOL DIST	PASADENA	CA	175000

FY92 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003C20038	C	POMONA UNIFIED SCHOOL DIST	POMONA	CA	186000
T003C20040	C	WOODLAND JOINT UNIFIED SCHL DIST	WOODLAND	CA	145000
T003C20062	C	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	200000
T003C20088	C	ALUM ROCK UNION ELEM SCHL DIST	SAN JOSE	CA	150000
T003E00019	E	INGLEWOOD UNIFIED SCHOOL DISTRICT	INGLEWOOD	CA	114030
T003E00025	E	ESCALON UNIFIED SCHOOL DISTRICT	ESCALON	CA	90000
T003E00029	E	JEFFERSON YEAR-ROUND ELEM SCHL	OAKLAND	CA	215992
T003E00031	E	REDDING SCHOOL DISTRICT	REDDING	CA	96030
T003E00040	E	ANAHEIM UNION HIGH SCHL DIST	ANAHEIM	CA	90000
T003E00045	E	SADDLEBACK VALLEY UNFD SCHL DIST	MISSION VIEJO	CA	114030
T003E00059	E	NEWPORT-MESA UNIFIED SCHL DIST	NEWPORT BEACH	CA	123030
T003E00061	E	LODI UNIFIED SCHOOL DISTRICT	LODI	CA	132000
T003E00063	E	ESCONDIDO UNION HIGH SCHL DIST	ESCONDIDO	CA	90000
T003E00084	E	BANNING UNIFIED SCHL DIST	BANNING	CA	96700
T003E00087	E	EMPIRE UNION SCHOOL DISTRICT	EMPIRE	CA	117000
T003E00089	E	GLENDORA UNIFIED SCHOOL DISTRICT	GLENDORA	CA	114030
T003E00112	E	SAN DIEGO COUNTY OFFICE OF ED.	SAN DIEGO	CA	162000
T003E00119	E	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	CA	49808
T003E00137	E	LOS ANGELES UNIFIED SCHOOL DISTR	LOS ANGELES	CA	121500
T003E00142	E	VALLEJO CITY UNIFIED SCHOOL	VALLEJO	CA	87443
T003E00145	E	CUPERTINO UNION SCHOOL DISTRICT	CUPERTINO	CA	41000
T003E00147	E	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	CA	123030
T003E00156	E	MERCED CITY SCHOOL DISTRICT	MERCED	CA	113400
T003E00165	E	SANTA CLARA COUNTY OFFICE OF ED	SAN JOSE	CA	135000
T003E00168	E	ALAMEDA COUNTY OFFICE OF ED	HAYWARD	CA	159030
T003E00182	E	BREA-OLINDA UNIFIED SCHOOL DIST.	BREA	CA	96691
T003E00189	E	TUSTIN UNIFIED SCHOOL DISTRICT	TUSTIN	CA	117000
T003E00193	E	RICHMOND UNIFIED SCHL DIST	RICHMOND	CA	100000
T003E10016	E	THERMALITO UNION SCHOOL DISTRICT	OROVILLE	CA	172000
T003E10017	E	NAPA VALLEY UNIFIED SCHOOL DIST	NAPA	CA	72944
T003E10033	E	TULARE CITY ELEMENTARY SCH DIST	TULARE	CA	165000
T003E10044	E	ALHAMBRA SCHOOL DISTRICT	ALHAMBRA	CA	170000
T003E10075	E	MORGAN HILL UNIFIED SCHOOL DIST	MORGAN HILL	CA	149454
T003E10083	E	SAN LEANDRO UNIFIED SCHOOL DIST	SAN LEANDRO	CA	160000
T003E10089	E	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	165852

FY92 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Gran	City	State	Grant Amount
T003E10099	E	SAN JUAN UNIFIED SCHOOL DISTRICT	CARMICHAEL	CA	175000
T003E20001	E	ORANGE UNIFIED SCHOOL DISTRICT	ORANGE	CA	160000
T003E20005	E	SAN MATEO UNION HIGH SCH DIST	SAN MATEO	CA	160000
T003E20006	E	GROSSMONT UNION HIGH SCH DIST	LA MESA	CA	170000
T003E20013	E	LITTLE LAKE CITY SCH DIST	SANTA FE SPRINGS	CA	138844
T003E20017	E	SAN JOAQUIN COUNTY OFF OF ED.	STOCKTON	CA	170000
T003E20020	E	ALAMEDA UNIFIED SCHOOL DISTRICT	ALAMEDA	CA	160000
T003E20027	E	DAVIS JOINT UNIFIED SCHOOL DIST.	DAVIS	CA	120000
T003E20028	E	RAMONA UNIFIED SCHOOL DISTRICT	RAMONA	CA	134316
T003E20029	E	SAN JUAN UNIFIED SCHOOL	CARMICHAEL	CA	130000
T003E20030	E	SANTA ROSA CITY SCHOOLS	SANTA ROSA	CA	160000
T003E20053	E	YUBA CITY SCHOOL DISTRICT	YUBA CITY	CA	110000
T003E20069	E	OAK GROVE ELEMENTARY SCHOOL DIST.	SAN JOSE	CA	170000
T003E20089	E	SOMIS UNION SCHOOL DISTRICT	SOMIS	CA	80000
T003E20096	E	TEMPLE CITY UNIFIED SCHOOL DIST.	TEMPLE CITY	CA	140000
T003E20097	E	FULLERTON JNT UNION HIGH SCH DIST	FULLERTON	CA	130000
T003E20106	E	SAN FRANCISCO UNIFIED SCH DIST	SAN FRANCISCO	CA	200000
T003E20109	E	NAPA VALLEY UNIF SCH DIST	NAPA	CA	120000
T003E20111	E	LOS ANGELES CTY OFF OF EDUC	DOWNEY	CA	200000
T003E20114	E	SOLANA BEACH SCH DIST	SOLANA BEACH	CA	140000
T003E20115	E	SUNNYVALE SCHOOL DISTRICT	SUNNYVALE	CA	160000
T003E20127	E	LINCOLN UNIFIED SCHOOL DISTRICT	STOCKTON	CA	160000
T003E20132	E	NORWALK-LAMIRADA UNIFIED SCH DIST	NORWALK	CA	160000
T003E20138	E	MARYVILLE JOINT UNIFED SCH DIST	MARYVILLE	CA	170000
T003E20148	E	FEMONT UNION HIGH SCH DIST	SUNNYVALE	CA	140000
T003E20153	E	GLENDORA UNIFIED SCHOOL DISTRICT	GLENDORA	CA	120000
T003E20168	E	KINGS CANYON UNIFIED SCHOOL DIST	REEDLEY	CA	160000
T003E20170	E	MARTINEZ UNIFIED SCHOOL DISTRICT	MARTINEZ	CA	140000
T003E20177	E	SAN DIEGO CTY OFFICE OF EDUCATION	SAN DIEGO	CA	180000
T003E8[illegible]	E	DAVIS JOINT UNIFIED SCHOOL DIST	DAVIS	CA	92723
T00[illegible]	E	BERRYESSA UNION SCHOOL DISTRICT	SAN JOSE	CA	57592
T003E80052	E	MENDOCINO COUNTY OFC OF EDUCATION	UKIAH	CA	91844
T003E80055	E	MARTINEZ UNIFIED SCHOOL DISTRICT	MARTINEZ	CA	65618
T003E90010	E	EAST WHITTIER CITY SCHOOL DIST.	WHITTIER	CA	96941
T003E90020	E	TAFT CITY SCHOOL DISTRICT	TAFT	CA	50765
T003E90022	E	EARLIMART SCHOOL DISTRICT	EARLIMART	CA	61348
T003E90026	E	FULLERTON JOINT H.S. DISTRICT	FULLERTON	CA	79291

FY92 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E90031	E	TUSTIN UNIFIED SCHOOL DISTRICT	TUSTIN	CA	97453
T003E90046	E	TORRENCE U. S. D./VICTOR SCHOOL	TORRENCE	CA	90000
T003E90055	E	SADDLEBACK VALLEY UNIFIED S. D.	MISSION VIEJO	CA	86220
T003E90059	E	CUPERTINO UNION SCHOOL DISTRICT	CUPERTINO	CA	82162
T003E90071	E	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	CA	69327
T003E90084	E	PLACENTIA UNIFIED SCHOOL DISTRICT	PLACENTIA	CA	93631
T003E90105	E	LOMPOC U. S. D./LOMPOC SENIOR HS	LOMPOC	CA	84858
T003E90110	E	SACRAMENTO CITY UNIFIED SCH DIST	SACRAMENTO	CA	90000
T003E90118	E	OROVILLE CITY ELEMENTARY SCH DIST	OROVVILLE	CA	89842
T003E90125	E	WHITTIER UNION HIGH SCHOOL DIST.	WHITTIER	CA	97152
T003E90135	E	GLENDALE UNIFIED SCHOOL DISTRICT	GLENDALE	CA	84569
T003E90138	E	ROWLAND UNIFIED SCHOOL DISTRICT	ROWLAND HEIGHTS	CA	100000
T003E90139	E	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	99592
T003E90155	E	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	93790
T003E90161	E	LA MESA-SPRING VALLEY DISTRICT	LA MESA	CA	84016
T003E90163	E	GLENDALE UNIFIED SCHOOL DISTRICT	GLENDALE	CA	89275
T003E90171	E	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	93964
T003E90176	E	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	93964
T003E90183	E	MERCED COUNTY SCHOOLS	MERCED	CA	158062
T003E90212	E	ENTERPRISE S. D./SPECIAL PROG OFF	REDDING	CA	93111
T003M10009	M	NEWPORT-MESA UNIFIED SCHOOL DIST	NEWPORT BEACH	CA	158000
T003M10013	M	SAN MATEO COUNTY OFFICE OF ED	REDWOOD CITY	CA	158000
T003M10022	M	WHITTIER UNION HIGH SCHOOL DIST	WHITTIER	CA	158000
T003M10023	M	HAYWARD UNIFIED SCHOOL DISTRICT	HAYWARD	CA	158000
T003M10025	M	CAMPBELL UNION HIGH SCHOOL DIST	SAN JOSE	CA	158000
T003M10042	M	WOODVILLE UNION SCHOOL DISTRICT	PORTERVILLE	CA	158000
T003M10047	M	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA	CA	158000
T003M10050	M	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	158000
T003M10053	M	IMPERIAL COUNTY OFFICE OF EDUC	EL CENTRO	CA	157998
T003M20003	M	SANTA ANA UIFIED SCHOOL DISTRICT	SANTA ANA	CA	175000
T003M20004	M	LA HABRA CITY SCHOOL DISTRICT	LA HABRA	CA	150000
T003M20005	M	CUTLER-ORISI UNIFIED SCHOOL DIST	OROSI	CA	130000
T003M20020	M	SADDLEBACK VAL UNIFIED SCHL DIST	MISSION VIEJO	CA	100000
T003M20022	M	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	150000
T003M20023	M	ARVIN UNION SCHOOL DISTRICT	ARVIN	CA	225000

FY92 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003M20025	M	LOST HILLS UNION SCHOOL DISTRICT	LOST HILLS	CA	80000
T003M20031	M	VISTA UNIFIED SCHOOL DISTRICT	VISTA	CA	200000
T003M20055	M	LAWNDALE SCHOOL DISTRICT	LAWNDALE	CA	175000
T003M20062	M	WESTERN PLACER UNI SCHL DISTRICT	LINCOLN	CA	174596
T003M20069	M	PASO ROBLES UNION SCHOOL DIST	PASO ROBLES	CA	100000
T003M20072	M	MOUNTAIN VIEW-LOS ALTOS UNION	MOUNTAIN VIEW	CA	110000
T003M20076	M	WATERFORD SCHOOL DISTRICT	WATERFORD	CA	250000
T003M20079	M	ROSELAND SCHOOL DISTRICT	SANTA ROSA	CA	10000
T003M20086	M	CALEXICO UNIFIED SCHOOL DISTRICT	CALEXICO	CA	185000
T003N10002	N	FULLERTON JOINT UNION HIGH SCH D.	FULLERTON	CA	157634
T003N10011	N	OAK GROVE ELEMENTARY SCHOOL DIST	SAN JOSE	CA	158000
T003N10017	N	ALAMEDA UNIFIED SCHOOL DISTRICT	ALAMEDA	CA	157976
T003N10039	N	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	CA	158000
T003N10043	N	SUNNYVALE SCHOOL DISTRICT	SUNNYVALE	CA	158000
T003N20009	N	CAJON VALLEY UN[illegible]HL DISTRICT	EL CAJON	CA	145000
T003N20011	N	MT. DIABLO UNIF[illegible]OOL DIST	CONCORD	CA	175000
T003N20020	N	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	150000
T003N20023	N	OCEAN VIEW SCHOOL DISTRICT	HUNTINGTON BEACH	CA	125000
T003N20024	N	BUENA PARK SCHOOL DISTRICT	BUENA PARK	CA	125000
T003N20031	N	LOS ANGELES UNIFIED SCHL DIST	VAN NUYS	CA	165000
T003N20050	N	PLACENTIA-YORBA LINDA UNI SCHL	PLACENTIA	CA	185000
T003N20053	N	HUNTINGTON BEACH UNION H.S. DIST	HUNTINGTON BEACH	CA	160000

FY92 Title VII TBE, DBE, and SAIP Projects:

Colorado

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20032	A	ROARING FORK & EAGLE CTY SCH DIST	GLENWOOD SPRINGS	CO	170000
T003A20164	A	SCHOOL DIST 1 CITY COUNTY/DENVER	DENVER	CO	73263
T003A20183	A	MAPLETON PUBLIC SCHOOLS	DENVER	CO	160000
T003A20217	A	FORT LUPTON PUBLIC SCHOOLS	FORT LUPTON	CO	145000
T003A20243	A	ADAMS-WELD COUNTY SCHOOL DIST 27J	BRIGHTON	CO	164897
T003A20270	A	SAN LUIS VALLEY BD OF COOP SVCS	ALAMOSA	CO	174421
T003A80132	A	BOULDER VALLEY SCHOOL DIST. RE2J	BOULDER	CO	91212
T003E20022	E	JEFFERSON COUNTY PUBLIC SCHOOLS	GOLDEN	CO	160000
T003E20051	E	ST. VRAIN VALLEY SCHOOL DIST.	LONGMONT	CO	160000
T003E20175	E	MESA COUNTY VALLEY SCHOOL DIST 51	GRAND JUNCTION	CO	120000
T003E80054	E	FORT LUPTON PUBLIC SCHOOLS	FT. LUPTON	CO	59530
T003E80064	E	MONTEZUMA-CORTEZ SCH. DIST. RE-1	CORTEZ	CO	66804
T003E90100	E	LITTLETON PUBLIC SCHOOLS	LITTLETON	CO	22615
T003E90119	E	BOULDER VALLEY S. D. RE2J	BOULDER	CO	91741
T003E90137	E	DENVER CITY SCHOOL DISTRICT #1	DENVER	CO	74912
T003M20078	M	AURORA PUBLIC SCHOOLS	AURORA	CO	175000

FY92 Title VII TBE, DBE, and SAIP Projects:

Connecticut

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90036	A	**WINDHAM** PUBLIC SCHOOLS/LEA	WILLIMANTIC	CT	65000
T003A90266	A	**HARTFORD** PUBLIC SCHOOLS	HARTFORD	CT	107313

FY92 Title VII TBE, DBE, and SAIP Projects:

District of Columbia

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10216	A	**DISTRICT** OF COLUMBIA PUBLIC SCHS	WASHINGTON	DC	175000
T003A90095	A	**DISTRICT** OF COLUMBIA PULIC SCHS.	WASHINGTON	DC	164273
T003E00051	E	DISTRICT OF COLUMBIA PUBLIC SCHLS	WASHINGTON	DC	126000
T003E90041	E	DISTRICT OF COLUMBIA PUBLIC SCHS	WASHINGTON	DC	105577

FY92 Title VII TBE, DBE, and SAIP Projects:

Florida

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00048	A	SCHOOL BOARD OF BROWARD CO.	FORT LAUDERDALE	FL	124923
T003A10175	A	MICCOSUKEE CORPORATION	MIAMI	FL	109968
T003A80092	A	SCHOOL BOARD OF PINELLAS COUNTY	CLEARWATER	FL	117562
T003A80240	A	POLK COUNTY PUBLIC SCHOOLS	BATROW	FL	112112
T003A90017	A	DADE COUNTY SCHOOL BOARD	MIAMI	FL	173125
T003C00029	C	BROWARD COUNTY SCHOOL BOARD	FT. LAUDERDALE	FL	126121
T003C20025	C	THE SCHL BD OF DADE CNTY, FL	MIAMI	FL	175000
T003E00080	E	SCHOOL BOARD OF MANATEE CO	BRADENTON	FL	87000
T003E20048	E	COLLIER COUNTY PUBLIC SCHOOL	NAPLES	FL	169810
T003E20101	E	DADE COUNTY PUBLIC SCHOOL	MIAMI	FL	79829
T003E80040	E	SCHOOL BOARD OF BROWARD COUNTY	FT. LAUDERDALE	FL	77815
T003M20032	M	SCHOOL BD OF DADE CNTY, FLORIDA	MIAMI	FL	125000
T003M20045	M	SCHOOL BOARD OF BROWARD CNTY, FL	FORT LAUDERDALE	FL	200000

FY92 Title VII TBE, DBE, and SAIP Projects:

Georgia

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E20004	E	GWINNETT COUNTY PUBLIC SCHOOLS	LAWRENCEVILLE	GA	160000

FY92 Title VII TBE, DBE, and SAIP Projects:

Hawaii

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00125	A	**HAWAII** STATE DEPT OF EDUCATION	HONOLULU	HI	180000
T003A10061	A	**HAWAII** STATE DEPT OF EDUCATION	HONOLULU	HI	175000
T003A80266	A	**HAWAII** STATE DEPARTMENT OF EDUC	HONOLULU	HI	125487
T003E00021	E	HAWAII STATE DEPARTMENT OF EDUC	HONOLULU	HI	115552
T003E90141	E	HAWAII STATE DEPT. OF EDUCATION	HONOLULU	HI	233969

FY92 Title VII TBE, DBE, and SAIP Projects:

Idaho

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10185	A	**WILDER** SCHOOL DISTRICT NO. 133	WILDER	ID	99474
T003A10227	A	**SCHOOL** DISTRICT NO. 381	AMERICAN FALLS	ID	149923
T003E10125	E	SHOSHONE-BANNOCK TRIBES, INC.	FORT HALL	ID	118483
T003E20157	E	BLACKFOOT SCHOOL DISTRICT #55	BLACKFOOT	ID	120000

481

430

FY92 Title VII TBE, DBE, and SAIP Projects:

Illinois

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00157	A	WAUKEGAN PUBLIC SCHOOLS	WAUKEGAN	IL	135000
T003A00206	A	CHICAGO PUBLIC SCHOOLS	CHICAGO	IL	178640
T003A00248	A	ELGIN SCHOOL DISTRICT U-46	ELGIN	IL	186884
T003A10100	A	CMTY CONSOLIDATED SCHOOL DIST 15	PATATINE	IL	150000
T003A20163	A	ELGIN SCHOOL DISTRICT U 46	ELGIN	IL	170000
T003A80254	A	ELGIN SCHOOL DISTRICT #46	ELGIN	IL	139206
T003A90082	A	WEST AURORA SCHOOLS	AURORA	IL	84427
T003C00078	C	CHICAGO PUBLIC SCHOOLS	CHICAGO	IL	224811
T003E00041	E	CMTY CONSOLIDATED SCHOOL DIST 146	TINLEY PARK	IL	136700
T003E00068	E	WEST CHICAGO ELEMNTRY	WEST CHICAGO	IL	99000
T003E00075	E	URBANA SCHL DIST 116	URBANA	IL	81000
T003E10071	E	ADDISON SCHOOL DISTRICT #4	ADDISON	IL	207751
T003E10109	E	EVANSTON TOWNSHIP HIGH SCHOOL	EVANSTON	IL	95000
T003E10148	E	REAVIS HIGH SCHOOL DISTRICT #220	BURBANK	IL	65000
T003E20021	E	CICERO PUBLIC SCHOOLS DIST. 99	CICERO	IL	87867
T003E20038	E	SKOKIE SCHOOL DISTRICT 68	SKOKIE	IL	160000
T003E90065	E	DANVILLE CMTY CONSOLIDATED SCH	DANVILLE	IL	126360
T003E90077	E	NW SUBURBAN SPECIAL EDUCATION ORG	MT. PROSPECT	IL	88622
T003E90103	E	KIM COOPERATIVE/KEENEYVILLE D 20	ROSELLE	IL	90862
T003E90104	E	BENSENVILLE ELEMENTARY S. D. #2	BENSENVILLE	IL	83700
T003E90177	E	CMTY CONSOLIDATED SCHOOL DIST 21	WHEELING	IL	82141
T003E90178	E	CICERO SCHOOL DISTRICT #99	CICERO	IL	39500

FY92 Title VII TBE, DBE, and SAIP Projects:

Indiana

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10289	A	SCHOOL CITY OF HAMMOND	HAMMOND	IN	174620
T003A90323	A	HOBART TOWNSHIP CMTY SCHOOL CORP	HOBART	IN	153900
T003E80013	E	M.S.D. LAWRENCE TOWNSHIP	INDIANAPOLIS	IN	54144

FY92 Title VII TBE, DBE, and SAIP Projects

Iowa

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00224	A	DAVENPORT COMMUNITY SCHOOL DIST	DAVENPORT	IA	112500
T003A00258	A	STORM LAKE CMTY SCHOOL DISTRICT	STORM LAKE	IA	157500
T003A20093	A	MARSHALLTOWN COMMUNITY SCH DIST	MARSHALLTOWN	IA	81299
T003A20127	A	SIOUX CITY COMMUNITY SCHOOL DIST	SIOUX CITY	IA	160000
T003A90216	A	CEDAR RAPIDS COMMUNITY S. D.	CEDAR RAPIDS	IA	92471
T003A90242	A	COLUMBUS COMMUNITY SCHOOL DIST.	COLUMBUS JUNCTION	IA	136265
T003A90247	A	WEST LIBERTY CMTY SCHOOL DISTRICT	WEST LIBERTY	IA	132078

FY92 Title VII TBE, DBE, and SAIP Projects:

Kansas

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00043	A	**LIBERAL** UNIFIED SCHOOL DIST #480	LIBERAL	KS	161000
T003A20043	A	**UNIFIED** SCHOOL DISTRICT NO 457	GARDEN CITY	KS	175000
T003E20112	E	UNIF SCH DIST #500 KANSAS PUB SCH	KANSAS CITY	KS	180000
T003E20126	E	LIBERAL UNIFIED SCH DISTRICT	LIBERAL	KS	160000

FY92 Title VII TBE, DBE, and SAIP Projects:

Kentucky

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10244	A	**JEFFERSON** COUNTY PUBLIC SCHOOLS	LOUISVILLE	KY	175000
T003E10[illegible]	E	JEFFERSON COUNTY PUBLIC SCHOOLS	LOUISVILLE	KY	155312
T003E20105	E	BOONE COUNTY SCHOOLS	FLORENCE	KY	90000
T003E90001	E	HARDIN COUNTY BOARD OF EDUCATION	ELIZABETH	KY	66484

FY92 Title VII TBE, DBE, and SAIP Projects:

Louisiana

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10165	A	**JEFFERSON** PARISH PUB SCH SYSTEM	HARVEY	LA	148324
T003A10184	A	**VERNON** PARISH SCHOOL BOARD	LEESVILLE	LA	149395
T003A90025	A	**ST. MARY** PARISH SCHOOL BOARD	CENTERVILLE	LA	122451
T003E00144	E	LAFAYETTE PARISH PUBLIC SCHOOL	LAFAYETTE	LA	88985
T003E10082	E	IBERIA PARISH SCHOOL BOARD	NEW IBERIA	LA	146895
T003E10134	E	JEFFERSON PARISH PUBLIC SCH SYS	HARVEY	LA	150388
T003E20033	E	CADDO PARISH SCHOOL BOARD	SHREVEPORT	LA	111467
T003E20133	E	EAST BATON ROUGE PARISH SCH BOARD	BATON ROUGE	LA	160000
T003E80057	E	JEFFERSON PARISH PUBLIC SCH SYST.	HARVEY	LA	99150
T003E90023	E	QUACHITA PARISH SCHOOL SYSTEM/LEA	MONROE	LA	59378
T003F10013	F	EAST BATON ROUGE PARISH SCH BOARD	BATON ROUGE	LA	190000
T003M20030	M	EAST BATON ROUGE PARISH SCHOOL BD	BATON ROUGE	LA	150000
T003M20034	M	JEFFERSON PARISH PUBLIC SCHL SYS	HARVEY	LA	110000

FY92 Title VII TBE, DBE, and SAIP Projects:

Maine

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10253	A	INDIAN TOWNSHIP SCHOOL	PRINCETPN	ME	175000
T003A20302	A	MSAD #33	ST AGATHA	ME	150000
T003A80014	A	ST AGATHA - MSAD 33	ST AGATHA	ME	80566
T003E00152	E	PORTLAND PUBLIC SCHOOL	PORTLAND	ME	96700
T003E10100	E	SOUTH PORTLAND PUBLIC SCHOOLS	SOUTH PORTLAND	ME	155000
T003E20066	E	M.S.A.D. NO 71	KENNEBUNK	ME	160000
T003N10049	N	PORTLAND PUBLIC SCHOOLS	PORTLAND	ME	157880

FY92 Title VII TBE, DBE, and SAIP Projects:

Maryland

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E00110	E	**FREDERICK** COUNTY PUBLIC SCHOOLS	FREDERICK	MD	139500
T003E20018	E	**THE HOWARD** COUNTY PUBLIC SCH SYS	ELLICOTT CITY	MD	160000
T003E20052	E	**BOARD OF** EDUCATION	CENTREVILLE	MD	160000
T003E90088	E	**PRINCE** GEORGE'S CTY PUB SCHOOLS	UPPER MARLBORO	MD	84592
T003E90108	E	**HARFORD** COUNTY PUBLIC SCHOOOLS	BEL AIR	MD	76456
T003N20057	N	BALTIMORE CITY PUBLIC SCHOOLS	BALTIMORE	MD	120000

FY92 Title VII TBE, DBE, and SAIP Projects:

Massachusetts

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00163	A	CITY OF BROCKTON/BROCKTON PUB SCH	BROCKTON	MA	126818
T003A00216	A	LAWRENCE PUBLIC SCHOOLS	LAWRENCE	MA	178453
T003A00217	A	LOWELL PUBLIC SCHOOLS	LOWELL	MA	180000
T003A00250	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	180000
T003A10023	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	175000
T003A10203	A	LOWELL PUBLIC SCHOOLS	LOWELL	MA	169637
T003A10215	A	LAWRENCE PUBLIC SCHOOLS	LAWRENCE	MA	175000
T003A10261	A	BROCKTON PUBLIC SCHOOLS	BROCKTON	MA	140195
T003A20104	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	150000
T003A20236	A	NEW BEDFORD PUBLIC SCHOOLS	NEW BEDFORD	MA	140000
T003A50509	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	126153
T003A90026	A	SPRINGFIELD PUBLIC SCHOOLS	SPRINGFIELD	MA	154442
T003A90067	A	NEW BEDFORD PUBLIC SCHOOLS	NEW BEDFORD	MA	102983
T003A90093	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	133779
T003A90306	A	LOWELL PUBLIC SCHOOLS	LOWELL	MA	105600
T003C00014	C	HOLYOKE PUBLIC SCHOOLS	HOLYOKE	MA	149794
T003C00043	C	FRAMINGHAM PUBLIC SCHOOLS	FRAMINGHAM	MA	132405
T003C00047	C	CAMBRIDGE SCHOOL DEPARTMENT	CAMBRIDGE	MA	149450
T003C20030	C	BOSTON PUBLIC SCHOOLS	BOSTON	MA	181000
T003C20061	C	SALEM PUBLIC SCHOOLS	SALEM	MA	160000
T003E00133	E	BOSTON PUBLIC SCHOOLS	BOSTON	MA	108000
T003E90213	E	K & F SCHOOL DISTRICT	FRAMINGHAM	MA	162040

FY92 Title VII TBE, DBE, and SAIP Projects:

Michigan

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00066	A	BATTLE CREEK PUBLIC SCHOOLS	BATTLE CREEK	MI	117000
T003A00067	A	FARMINGTON PUBLIC SCHOOLS	FARMINGTON	MI	200000
T003A10038	A	DEARBORN PUBLIC SCHOOLS	DEARBORN	MI	162964
T003A10189	A	BERRIEN SPRINGS PUBLIC SCHOOLS	BERRIEN SPRINGS	MI	130000
T003A20181	A	DEARBORN PUBLIC SCHOOLS	DEARBORN	MI	160000
T003A50500	A	BAY CITY PUBLIC SCHOOLS	BAY CITY	MI	96508
T003A50501	A	FLINT CITY SCHOOL DISTRICT	FLINT	MI	91268
T003A90241	A	PONTIAC CITY SCHOOL DISTRICT	POINTIAC	MI	180985
T003A90295	A	DETROIT PUBLIC SCHOOLS	DETROIT	MI	145664
T003B10007	B	SCH DISTRICT OF FLINT	FLINT	MI	200000
T003E00099	E	L'ANSE AREA SCHOOLS	L'ANSE	MI	96700
T003E20025	E	MACOMB INTERMEDIATE SCHOOL DIST.	MT. CLEMENS	MI	163339
T003E20055	E	WALLED LAKE CONSOLIDATED SCHOOLS	WALLED LAKE	MI	160000
T003E20083	E	WAYNE COUNTY REG ED SERV AGENCY	WAYNE	MI	160000
T003E20134	E	BERRIEN SPRINGS PUBLIC SCHOOLS	BERRIEN SPRINGS	MI	160000
T003E90126	E	HAMTRACK PUBLIC SCHOOLS	HAMTRAMCK	MI	137896
T003E90128	E	HAMTRAMCK SCHOOL DISTRICT	HAMTRAMCK	MI	73193
T003M20073	M	DEARBORN PUBLIC SCHOOLS	DEARBORN	MI	100000

FY92 Title VII TBE, DBE, and SAIP Projects:

Minnesota

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00188	A	MINNEAPOLIS PUBLIC SCHOOLS	MINNEAPOLIS	MN	161763
T003A80016	A	ST. PAUL PUBLIC SCHOOLS ISD #625	ST PAUL	MN	109987
T003A80235	A	ST PAUL PUBLIC SCHOOL	ST PAUL	MN	114633
T003A90152	A	MINNEAPOLIS PUBLIC SCHOOLS	MINNEAPOLIS	MN	95562
T003A90187	A	MINNEAPOLIS PUBLIC SCHOOLS	MINNEAPOLIS	MN	137650
T003A90265	A	JEMEZ MOUNTAIN SCHOOLS	GALLINA	MN	132990

FY92 Title VII TBE, DBE, and SAIP Projects:

Mississippi

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E00095	E	MISSISSIPPI BND OF CHOCTAW INDNS	PHILADELPHIA	MS	135000
T003E10098	E	OXFORD PUBLIC SCHOOLS	OXFORD	MS	138000
T003E90051	E	JACKSON PUBLIC SCHOOL DISTRICT	JACKSON	MS	69776

FY92 Title VII TBE, DBE, and SAIP Projects:

Missouri

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E90[illegible]	E	**COLUMBIA** SCHOOL DISTRICT	COLUMBIA	MO	43201

FY92 Title VII TBE, DBE, and SAIP Projects:

Montana

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00083	A	HAYS/LODGE POLE SCHOOLS	HAYS	MT	93000
T003A00133	A	HARDIN SCHOOL DISTRICT 17H	HARDIN	MT	99060
T003A00142	A	HEART BUTTE SCHOOL DISTRICT #1	HEART BUTTE	MT	99949
T003A00245	A	BROWNING PUBLIC SCHOOLS	BROWNING	MT	130699
T003A10272	A	RONAN SCHOOL DISTRICT NO. 30	RONAN	MT	174978
T003A10330	A	BUSBY SCHOOL OF THE N TRIBE	HELENA	MT	103942
T003A20103	A	WYOLA SCHOOL DISTRICT #29	BIG HORN	MT	80000
T003A20135	A	JOINT SCHOOL DISTRICT #8	ARLEE	MT	70000
T003A20143	A	BOX ELDER SCHOOL DISTRIC 13-G	BOX ELDER	MT	115000
T003A20193	A	CONFED SALISH & KOOTENAI TRIBES	PABLO	MT	115000
T003A50505	A	HAYS/LODGE POLE SCHOOL DIST #50	HAYS	MT	54077
T003A50506	A	LAME DEER PUBLIC SCHOOL #6	LAME DEER	MT	58804
T003A80077	A	BROWNING PUBLIC SCHOOL DIST #9	BROWNING	MT	90927
T003A80114	A	BOX ELDER SCHOOL DITRICT #87-7	BOX ELDER	MT	86947
T003A80163	A	HARLEM SCHOOL DISTRICT #12	HARLEM	MT	82916
T003A90219	A	ARLEE JOINT SCHOOL DISTRICT #8	ARLEE	MT	113514
T003E00153	E	HAYS/LODGE POLE SCHOOLS	HAYS	MT	73840
T003E00158	E	ST. IGNATIUS DISTRICT # 28	ST. IGNATIUS	MT	96700
T003E00178	E	MISSOULA ELEMENTARY SCHOOL	MISSOULA	MT	114030
T003E10056	E	SCHOOL DISTRICT 87-J	BOX ELDER	MT	68000
T003E20077	E	ST. IGNATIUS SCHOOL DISTRICT #28	ST. IGNATIUS	MT	80000
T003E20122	E	MISSOULA SCHOOL DISTRICT #1	MISSOULA	MT	80000
T003E90028	E	ROCKY BOY TRIBAL HIGH SCHOOL	BOX ELDER	MT	85924

FY92 Title VII TBE, DBE, and SAIP Projects:

Nebraska

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20351	A	SCHOOL DISTRICT OF GRAND ISLAND	GRAND ISLAND	NE	165000
T003E20010	E	EDUCATIONAL SERVICES UNIT 10	KEARNEY	NE	168523
T003E90043	E	PAPILLION-LAVISTA PUBLIC SD #27	LAVISTA	NE	65422
T003M20094	M	LINCOLN PUBLIC SCHOOLS	LINCOLN	NE	179996

FY92 Title VII TBE, DBE, and SAIP Projects:

New Hampshire

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E10142	E	**NASHUA** SCHOOL DEPARTMENT	NASHUA	NH	163799

FY92 Title VII TBE, DBE, and SAIP Projects:

New Jersey

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A50502	A	**ESSEX COUNTY** VOCATIONAL-TECH SCHS	EAST ORANGE	NJ	127886
T003A90179	A	**UNION CITY** BOARD OF EDUCATION	UNION CITY	NJ	93613
T003E20054	E	**NEWARK** BOARD OF EDUCATION	NEWARK	NJ	174277

FY92 Title VII TBE, DBE, and SAIP Projects:

New Mexico

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00089	A	TOADLENA SCHOOL	TOADLENA	NM	135000
T003A00115	A	SOCORRO CONSOLIDATED SCHOOLS	SOCORRO	NM	137700
T003A00135	A	DEMING PUBLIC SCHOOLS	DEMING	NM	201740
T003A00149	A	DEXTER CONSLDTED SCHOOLS	DEXTER	NM	158131
T003A00177	A	ROSWELL INDEPENDENT SCHOOL DIST	ROSWELL	NM	101209
T003A00201	A	CENTRAL CONSOLIDATED SCH DIST 22	SHIPROCK	NM	133820
T003A10041	A	SILVER CONSOLIDATED SCHOOL DIST	SILVER CITY	NM	174840
T003A10050	A	PENASCO INDEPENDENT SCHOOL DIST	PENASCO	NM	175000
T003A10063	A	MESA VISTA CONSOLIDATED SCHOOLS	EL RITO	NM	174482
T003A10112	A	ALBUQUERQUE PUBLIC SCHOOLS	ALBUQUERQUE	NM	175000
T003A10180	A	WAGON MOUND PUBLIC SCHOOLS	WAGON MOUND	NM	145000
T003A10193	A	PUEBLO PINTADO COMMUNITY SCHOOL	CUBA	NM	174949
T003A10222	A	TO'HAJIILEE COMMUNITY SCHOOL	LAGUNA	NM	175000
T003A10257	A	LOS LUNAS SCHOOLS	LOS LUNAS	NM	161725
T003A10275	A	TAOS MUNICIPAL SCHOOLS	TAOS	NM	175000
T003A20028	A	QUESTA INDEPENDENT SCHOOLS	QUESTA	NM	175000
T003A20109	A	TAOS MUNICIPAL SCHOOLS	TAOS	NM	170000
T003A20129	A	ARTESIA PUBLIC SCHOOLS	ARTESIA	NM	170000
T003A20185	A	PECOS SCHOOL DISTRICT	PECOS	NM	169873
T003A20252	A	BELEN CONSOLIDATED SCHOOL DIST	BELEN	NM	170000
T003A20253	A	BOARD OF ED/SANTA FE PUBLIC SCHS	SANTA FE	NM	170000
T003A20331	A	OFFICE OF INDIAN EDUCATION	ALBUQUERUE	NM	175000
T003A80213	A	LAS CRUCES SCHOOL DISTRICT #2	LAS CRUCES	NM	138372
T003A80265	A	MESA VISTA CONSOLIDATED SCHOOLS	EL RITO	NM	121314
T003A80357	A	JEMEZ MOUNTAIN SCHOOLS	GALLINA	NM	95024
T003A90094	A	TORREON DAY SCHOOL (N. J. O.)	CUBA	NM	169874
T003A90107	A	PENASCO INDEPENDENT SCHOOL DIST.	PENASCO	NM	157500
T003A90210	A	POJOAQUE VALLEY SCHOOL DISTRICT	SANTA FE	NM	137051
T003A90215	A	ESPANOLA PUBLIC SCHOOLS	ESPANOLA	NM	150538
T003A90236	A	ESPANOLA PUBLIC SCHOOLS	ESPANOLA	NM	101691
T003A90282	A	LAS VEGAS WEST PUBLIC SCHOOLS	LAS VEGAS	NM	217355
T003E10105	E	TULAROSA MUNICIPAL SCHOOL DIST	TULAROSA	NM	127198
T003E20011	E	BOARD OF EDUCATION	ALBUQUERQUE	NM	180000
T003E20099	E	BERNALILLO PUBLIC SCHOOLS	BERNALILLO	NM	160000
T003E20121	E	RUIDOSO MUNICIPAL SCH	RUIDOSO	NM	140000

FY92 Title VII TBE, DBE, and SAIP Projects:

New Mexico (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E20123	E	MAGDALENA MUNICIPAL SCHOOLS	MAGDALENA	NM	120000

FY92 Title VII TBE, DBE, and SAIP Projects:

New York

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00025	A	NEW YORK CITY BRD OF EDUCATION	NEW YORK	NY	152773
T003A00049	A	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	70000
T003A00050	A	COMMUNITY SCHOOL DISTRICT 18	BROOKLYN	NY	144000
T003A00112	A	NEW YORK CITY BOARD OF EDUCATION	LONG ISLAND CITY	NY	154661
T003A00121	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	126000
T003A00148	A	NEW YORK CITY BD OF ED/CMTY SD 3	NEW YORK	NY	180000
T003A00155	A	NEW YORK CITY BOARD OF EDUCATION	NEW YORK CITY	NY	129021
T003A00174	A	NYC BD OF ED/OFC OF HIGH SCH PROG	BROOKLYN	NY	162000
T003A00184	A	NYC BD ED/THEODORE ROOSEVELT H.S.	BRONX	NY	157396
T003A00189	A	NYC BD OF ED/AUTOMOTIVE HIGH SCH	BROOKLYN	NY	171000
T003A00205	A	NYC BD ED/BRONX SPEC ED REG'L OFC	BRONX	NY	90000
T003A00207	A	COMMUNITY SCHOOL DISTRICT 24Q	MIDDLE VILLAGE	NY	202500
T003A00208	A	NYC BD OF ED/AUXILIARY SVCS H.S.	BRONX	NY	179945
T003A00209	A	NEW YORK CITY BD OF EDUCATION	BROOKLYN	NY	157500
T003A00221	A	NYC BD OF EDUC/DIV OF HIGH SCHS	BROOKLYN	NY	171000
T003A10014	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	174953
T003A10020	A	COMMUNITY SCHOOL DISTRICT 19	BROOKLYN	NY	174383
T003A10021	A	NEW YORK CMTY SCHOOL DISTRICT 10	BRONX	NY	175000
T003A10056	A	COMMUNITY SCHOOL DISTRICT 28	FOREST HILLS	NY	175000
T003A10086	A	LONG BEACH CITY SCHOOL DISTRICT	LONG BEACH	NY	149720
T003A10087	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	149937
T003A10097	A	CITY SCHOOL DISTRICT/ROCHESTER	ROCHESTER	NY	158312
T003A10099	A	NEW YORK CITY BOARD OF EDUCATION	OZONE PARK	NY	175000
T003A10116	A	NEW YORK BOARD OF EDUCATION	BROOKLYN	NY	174136
T003A10130	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	174171
T003A10148	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	174766
T003A10153	A	COMMUNITY SCHOOL DISTRICT 26	BAYSIDE	NY	95500
T003A10197	A	COMMUNITY SCHOOL DISTRICT TWO	NEW YORK	NY	175000
T003A10201	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	124874
T003A10217	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	174995
T003A10250	A	COMMUNITY SCHOOL DISTRICT 14	BROOKLYN	NY	175000
T003A20002	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	173452
T003A20037	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	170000
T003A20052	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	159975
T003A20081	A	NEW YORK CITY BARD OF EDUCATION	BROOKLYN	NY	164586
T003A20094	A	NYC PUBLIC SCHOOLS COMTE SCH DIST	BROOKLYN	NY	174681
T003A20108	A	NEW YORK CITY PUBLIC SCHOOLS	NEW YORK	NY	180000

FY92 Title VII TBE, DBE, and SAIP Projects:

New York (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20114	A	COMMUNITY SCHOOL DISTRICT 22	BROOKLYN	NY	170000
T003A20130	A	YONKERS CITY SCHOOL DISTRICT	YONKERS	NY	175000
T003A20173	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	159782
T003A20182	A	COMMUNITY SCHOOL DISTRICT 29	ROSEDALE	NY	169691
T003A20184	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	170000
T003A20290	A	NEW YORK PUBLIC SCHOOLS	BROOKLYN	NY	170000
T003A20330	A	NEW YORK CITY PUBLIC SCHOOLS	NEW YORK	NY	170000
T003A20350	A	NEW YORK CITY PUBLIC SCHOOLS	NEW YORK	NY	174703
T003A20366	A	NEW YORK CITY PUBLIC SCHOOLS	MIDDLE VILLAGE	NY	170000
T003A80022	A	NYC BOARD OF EDUCATION	NEW YORK	NY	171721
T003A80032	A	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	137370
T003A80043	A	SEWARD PARK HIGH SCHOOL	NEW YORK	NY	102096
T003A80051	A	NEW YORK CITY BOARD OF EDUCATION	BRONX	NY	150297
T003A80068	A	NYC BOARD OF EDUCATION	BROOKLYN	NY	210547
T003A80102	A	NYC BOARD OF EDUCATION	BROOKLYN	NY	157497
T003A80119	A	ROCHESTER CITY SCHOOL DISTRICT	ROCHESTER	NY	105586
T003A80131	A	NYC BOARD OF ED./SCH. DIST. #21	BROOKLYN	NY	103904
T003A80142	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	185074
T003A80165	A	NYC BOARD OF EDUCATION	BROOKLYN	NY	158958
T003A80178	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	210010
T003A80184	A	EAST BLOOMFIELD CENTRAL SCHOOL	HOLCOMB	NY	24640
T003A80202	A	NEW YORK BOARD OF EDUCATION	NEW YORK	NY	179618
T003A80262	A	NEW YORK CITY BD OF EDUCATION	BROOKLYN	NY	213348
T003A80277	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	103258
T003A80307	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	187748
T003A90008	A	NYC BOARD OF ED./CMTY. S. D. #1	NEW YORK	NY	126190
T003A90019	A	NYC BOARD OF ED./CMTY. S. D. #L	NEW YORK	NY	221351
T003A90063	A	N.Y.C. BOARD OF EDUCATION	BRONX	NY	190067
T003A90092	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	263241
T003A90111	A	NEW YORK BD OF ED/S SHORE HIGH SC	BROOKLYN	NY	258680
T003A90115	A	COMMUNITY SCHOOL DISTRICT 26	BAYSIDE	NY	91516
T003A90123	A	NYC BOARD OF ED./BROOKLYN PUB HS	BROOKLYN	NY	209174
T003A90129	A	NYC BOARD OF ED/LONG ISLAND H. S.	CORONA	NY	214313
T003A90135	A	NYC BOARD OF ED./CMTY. S. D. #27	OZONE PARK	NY	200965
T003A90139	A	NYC BOARD OF ED/ERASMUS HALL HS	BROOKLYN	NY	145284
T003A90166	A	FLUSHING COMMUNITY SCHOOL DIST 25	FLUSHING	NY	148579
T003A90171	A	NYC BOARD OF ED./CMTY S. D. #5	NEW YORK	NY	118044

FY92 Title VII TBE, DBE, and SAIP Projects:

New York (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90174	A	NYC BOARD OF ED./STEVENSON H. S.	NEW YORK	NY	151254
T003A90181	A	NYC BOARD OF ED./CMTY S. D. #11	NEW YORK	NY	257173
T003A90193	A	NEW YORK CITY BD OF ED/BROOKLYN	BROOKLYN	NY	149719
T003A90275	A	NYC COMMUNITY SCHOOL DISTRICT #7	BRONX	NY	153972
T003A90297	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	95301
T003A90330	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	188760
T003C00032	C	COMMUNITY SCHOOL DISTRCT #2	NEW YORK	NY	144016
T003C00091	C	NYC BOARD OF EDUCATION/CMTY SD #3	NEW YORK	NY	178924
T003C00107	C	COMMUNITY SCHOOL DISTRICT #6	NEW YORK	NY	191370
T003C10006	C	MT. VERNON PUBLIC SCHOOLS	MT. VERNON	NY	162843
T003C10018	C	NEW YORK CITY PUBLIC SCHOOLS	NEW YORK	NY	169996
T003C10026	C	COMMUNITY SCHOOL DIST #10/BRONX	BRONX	NY	165000
T003C20006	C	ROCHESTER CITY SCHOOL DIST	ROCHESTER	NY	149993
T003C20032	C	NYC PUBLIC SCHOOLS	BROOKLYN	NY	150000
T003C20054	C	NEWBURGH ENLARGED CITY SCHL DIST	NEWBURGH ORANGE	NY	175000
T003C20080	C	BEACON CITY SCHOOL DISTRICT	BEACON	NY	173981
T003E00065	E	COMMUNITY SCHOOL DISTRICT 22	BROOKLYN	NY	140400
T003E00074	E	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	136530
T003E00100	E	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	159030
T003E00116	E	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	114030
T003E00130	E	NEW YORK CITY BOARD/EDUC CSD #25	QUEENS	NY	135000
T003E00161	E	ELMONT UNION FREE SCHOOL DISTRICT	ELMONT	NY	104943
T003E00162	E	COMMUNITY SCHOOL DISTRICT #2	NEW YORK	NY	159030
T003E00180	E	COMMUNITY SCHOOL DISTRICT 28	QUEENS	NY	105030
T003E10041	E	NEW YORK CITY BD OF EDUCATION	BROOKLYN	NY	163567
T003E10081	E	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	179570
T003E20008	E	N.Y.C. COMMUNITY SCH DIST 30Q	LONG ISLAND CITY	NY	180000
T003E20073	E	NEW YORK CITY BOARD OF EDUCATION	NEW YORK	NY	180000
T003E20094	E	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	150000
T003E20098	E	NEW YORK CITY PUBLIC SCHOOL	LONG ISLAND CITY	NY	180000
T003E20119	E	BUFFALO CITY SCH DIST	BUFFALO	NY	159994
T003E20135	E	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	140000
T003E20152	E	YONKERS CITY SCHOOL DISTRICT	YONKERS	NY	197800

FY92 Title VII TBE, DBE, and SAIP Projects:

New York (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E80010	E	NEW YORK CITY BOARD OF EDUCATION	NEW YORK	NY	67903
T003E80021	E	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	71935
T003E80042	E	NEW YORK CITY BOARD OF EDUC	LONG ISLAND CITY	NY	60220
T003E90039	E	ROCHESTER CITY SCHOOL DISTRICT	ROCHESTER	NY	78525
T003E90069	E	NYC COMMUNITY SCHOOL DIST. #26Q	BAYSIDE	NY	81225
T003E90086	E	NEW YORK CITY/CMTY S.D. #18	BROOKLYN	NY	81000
T003E90153	E	NEW YORK CITY BOARD OF ED.	BROOKLYN	NY	60435
T003M10018	M	NEW YORK CITY PUBLIC SCHOOLS/LIVI	BROOKLYN	NY	175000
T003M10027	M	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	175000
T003M10054	M	NEW YORK CITY CMTY SCHOOL DIST 30	LONG ISLAND CITY	NY	153035
T003M20009	M	NYC BOARD OF EDUCATION	BROOKLYN	NY	180000
T003M20012	M	NYC PUBLIC SCHOOLS (12)	BROOKLYN	NY	150000
T003M20013	M	NEW YORK CITY PUBLIC SCHOOLS (13)	BROOKLYN	NY	175000
T003M20014	M	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	125000
T003M20019	M	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	175000
T003M20024	M	NEW YORK CITY PUBLIC SCHOOLS (24)	NEW YORK	NY	144945
T003M20033	M	NEW YORK CITY PUBLIC SCHOOL (33)	BROOKLYN	NY	160000
T003M20044	M	NEW YORK CITY PUBLIC SCHOOLS	NEW YORK	NY	80000
T003M20059	M	NEW YORK CITY PUBLIC SCHOOL (59)	BROOKLYN	NY	175000
T003M20063	M	COMMUNITY SCHOOL DISTRICT 2	NEW YORK	NY	175000
T003M20065	M	NEW YORK CITY PUBLIC SCHOOLS (65)	BROOKLYN	NY	275000
T003M20087	M	NEW YORK PUBLIC SCHOOLS	BRONX	NY	170000
T003N10009	N	NEW YORK CITY BD OF EDUC/CSD 26Q	BAYSIDE	NY	150000
T003N20002	N	NEW YORK CITY PUBLIC SCHLS (1)	BROOKLYN	NY	100000
T003N20004	N	NEW YORK CITY PUBLIC SCHOOLS (3)	BROOKLYN	NY	125000
T003N20007	N	NEW YORK CITY PUBLIC SCHOOLS (7)	BROOKLYN	NY	175000
T003N20061	N	NEW YORK CITY PUBLIC SCHOOLS #12	BRONX	NY	175000

FY92 Title VII TBE, DBE, and SAIP Projects:

North Dakota

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00241	A	SOLEN PUBLIC SCHOOL	SOLEN	ND	103500
T003A10004	A	NEW TOWN PUBLIC SCHOOL DISTRICT 1	NEW TOWN	ND	160000
T003A10084	A	TWIN BUTTES SCHOOL DISTRICT #37	HALLIDAY	ND	125000
T003A10342	A	FORT YATES SCHOOL DISTRICT #4	FORT YATES	ND	140000
T003A20024	A	MANDAREE PUBLIC SCHOOL	MANDAREE	ND	139361
T003A20029	A	SOLEN PUBLIC SCHOOL	SOLEN	ND	170000
T003A20213	A	THEODORE JAMERSON ELEMENTARY SCH	BISMARCK	ND	110000
T003A80034	A	ST JOHN PUBLIC SCHOOL	ST. JOHN	ND	97873
T003A80130	A	FORT YATES PUBLIC SCHOOL DIST. #4	FORT YATES	ND	97522
T003A80156	A	BELCOURT SCHOOL DISTRICT #7	BELCOURT	ND	116529
T003A80285	A	OJIBWA INDIAN SCHOOL	BELCOURT	ND	114459
T003A90271	A	WHITE SHIELD SCHOOL	ROSEGLEN	ND	126540
T003A90274	A	BISMARCK PUBLIC SCH DISTRICT #1	BISMARCK	ND	190800
T003E20003	E	FARGO PUBLIC SCHOOL DISTRICT	FARGO	ND	150000

FY92 Title VII TBE, DBE, and SAIP Projects:

Ohio

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00079	A	WORTHINGTON CITY SCHOOLS	WORTHINGTON	OH	126000
T003A90198	A	LORAIN CITY SCHOOL DISTRICT	LORAIN	OH	121240
T003E10106	E	CINCINNATI PUBLIC SCHOOLS	CINCINNATI	OH	124155
T003E20059	E	PARMA CITY SCHOOL DISTRICT	PARMA	OH	80000

FY92 Title VII TBE, DBE, and SAIP Projects:

Oklahoma

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00059	A	GREASY SCHOOL	STILWELL	OK	108329
T003A00061	A	HOLLIS PUBLIC SCHLS	HOLLIS	OK	108897
T003A00158	A	OKLAHOMA CITY PUBLIC SCHOOLS	OKLAHOMA CITY	OK	157500
T003A00262	A	DAHLONEGAH PUBLIC SCHOOL	TAHLEQUAH	OK	106773
T003A10008	A	NORWOOD SCHOOL	HULBERT	OK	170296
T003A10103	A	WELEETKA PUBLIC SCHOOLS I-31	WELEETKA	OK	174556
T003A10133	A	DUSTIN INDEPENDENT SCHOOL DIST	DUSTIN	OK	173841
T003A10150	A	RYAL DEPENDENT SCHOOL DISTRICT #3	HENRYETTA	OK	119676
T003A10220	A	CAVE SPRINGS SCHOOL	STILWELL	OK	142774
T003A10251	A	FRONTIER PUBLIC SCHOOLS I-4	RED ROCK	OK	129195
T003A10252	A	GUM SPRINGS DEPENDENT SCHOOL	GORE	OK	150000
T003A10307	A	KENWOOD DEPENDENT SCHOOL	SALINA	OK	150000
T003A10349	A	WYNONA PUBLIC SCHOOL	WYNONA	OK	144000
T003A20022	A	SHADY GROVE SCHOOL DIST #26	HULBERT	OK	140000
T003A20046	A	WELEETKA PUBLIC SCH DIST NO I-31	WELEETKA	OK	140000
T003A20049	A	CLINTON PUBLIC SCHOOLS	CLINTON	OK	150000
T003A20050	A	BRIGGS C044	TAHLEQUAH	OK	140000
T003A20221	A	TENKILLER PUBLIC SCHOOL DIST 66	WELLING	OK	170000
T003A20242	A	KENWOOD DEPENDENT SCHOOL	SALINA	OK	60000
T003A20260	A	WOODALL PUBLIC SCHOOL DISTRICT 21	TAHLEQUAH	OK	160000
T003A20294	A	ROCKY MOUNTAIN SCHOOL	STILWELL	OK	160000
T003A20299	A	CENTRAL INDEPENDENT SCHOOL	SALLISAW	OK	97352
T003A20361	A	KEYS ELEM SCHOOL DISTRICT	PARK HILL	OK	125000
T003A80127	A	FOUNDATION OF ORGANIZED RESOURCES	CHOCTAW	OK	101040
T003A80161	A	DAHLONEGAH DEPENDENT SCHOOL	STILLWELL	OK	90000
T003A80166	A	KENWOOD DEPENDENT SCHOOL	SALINA	OK	108996
T003A80214	A	BELFONTE DEPENDENT SCHL DIST #50	MULDROW	OK	91833
T003A90020	A	TENKILLER PUBLIC SCHOOL	WELLING	OK	104666
T003A90021	A	MASON PUBLIC SCHOOLS	MASON	OK	94692
T003A90033	A	SPAVINAW HILLS CONSORTIUM	SPAVINAW	OK	147811
T003A90066	A	STILWELL PUBILC SCHOOL I-25	STILWELL	OK	133011
T003A90185	A	CAVE SPRINGS HIGH SCHOOL	STILWELL	OK	146945
T003A90208	A	SKELLY PUBLIC SCHOOL	WATTS	OK	111006
T003A90263	A	LITTLE AXE SCHOOL	NORMAN	OK	91827

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FY92 Title VII TBE, DBE, and SAIP Projects:

Oklahoma (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E00026	E	TAHLEQUAH PUBLIC SCHOOLS	TAHLEQUAH	OK	108000
T003E00054	E	PEGGS SCHOOL DISTRICT #31	PEGGS	OK	90000
T003E10024	E	DUSTIN INDEPENDENT SCHOOL DIST	DUSTIN	OK	150000
T003E10079	E	NORTH ROCK CREEK SCHOOL	SHAWNEE	OK	77350
T003E10108	E	MARYETTA ELEMENTARY SCHOOL	STILWELL	OK	159779
T003E20015	E	PLEASANT GROVE SCHOOL	SHAWNEE	OK	105000
T003E20031	E	SPAVINAW SPECIAL ALTERNATIVE PRGM	SPAVINAW	OK	120000
T003E20047	E	WESTVILLE SCHOOL(I011)	WESTVILLE	OK	148214
T003E20076	E	CENTRAL SCHOOL(I007)	SALLISAW	OK	110000
T003E20093	E	FRONTIER PUBLIC SCHOOL I-4	RED ROCK	OK	85000
T003E20130	E	CHRISTIE SCHOOL DISTRICT	WESTVILLE	OK	80000
T003E20151	E	WATONGA PUBLIC SCHOOLS	WATONGA	OK	70000
T003E20154	E	WELCH PUBLIC SCHOOLS	WELCH	OK	75164
T003E20155	E	NORMAN PUBLIC SCHOOL	NORMAN	OK	140000
T003E20163	E	OSAGE COUNTY EDUCATIONAL COOP	AVANT	OK	110000
T003E20174	E	VIAN INDEPENDENT SCHOOL DIST I-2	VIAN	OK	105000
T003E90003	E	HULBERT SCHOOL I-16	HULBERT	OK	109873
T003E90078	E	WYNONA SCHOOL DISTRICT	WYNONA	OK	116331
T003E90091	E	SHAWNEE PUBLIC SCHOOLS, I-93	SHAWNEEE	OK	94900
T003E90143	E	MCCURTAIN COUNTY BILINGUAL CO-OP	IDABEL	OK	69371
T003E90148	E	COLCORD PUBLIC SCHOOLS	COLCORD	OK	109508
T003E90157	E	MARBLE CITY DEPENDENT SCHOOL DIST	MARBLE CITY	OK	97920
T003E90159	E	LITTLE AXE PUBLIC SCHOOL	NORMAN	OK	65073
T003E90234	E	BARNSDALL SCHOOL DISTRICT	BARNSDALL	OK	89572
T003N10046	N	HARTSHORNE PUBLIC SCHOOLS	HARTSHORNE	OK	158000

FY92 Title VII TBE, DBE, and SAIP Projects:

Oregon

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10003	A	**YAMBILL** EDUCATION SERVICE DIST	MCMINNVILLE	OR	174679
T003A10290	A	**ONTARIO** SCHOOL DISTRICT 8C	ONTARIO	OR	174620
T003A20352	A	**EUGENE** SCHOOL DISTRICT	EUGENE	OR	70000
T003A50504	A	**PORTLAND** SCHOOL DISTRICT #1	PORTLAND	OR	141478
T003A80133	A	**PORTLAND** SCHOOL DISTRICT #1	PORTLAND	OR	140034
T003C00051	C	SALEM-KEIZER SCHOOL DISTIRCT #24J	SALEM	OR	141666
T003E00035	E	SALEM-KEIZER SCHOOL DISTRICT 24J	SALEM	OR	96030
T003E00108	E	UMATILLA EDUCATION SERVICE DIST	PENDLETON	OR	95999
T003E00117	E	UMATILLA EDUCATION SERVICE	PENDLETON	OR	81000
T003E20081	E	KLAMATH UNION HIGH	KLAMATH FALLS	OR	50000
T003E20090	E	KLAMATH COUNTY SCHOOL DISTRICT	KLAMATH FALLS	OR	130000
T003E20149	E	WOODBURN SCHOOL DISTRICT	WOODBURN	OR	160000
T003E20164	E	MORROW COUNTY SCHOOL DISTRICT	LEXINGTON	OR	106665
T003E90017	E	UMATILLA EDUCATION SERVICE DIST.	PENDELTON	OR	134038
T003E90102	E	MARION ED SERVICE DISTRICT	SALEM	OR	89559
T003E90122	E	KLAMATH UNION HIGH SCHOOL DIST #2	KLAMATH FALLS	OR	82004
T003E90131	E	JACKSON ED. SERVICE DISTRICT	MEDFORD	OR	93921

FY92 Title VII TBE, DBE, and SAIP Projects:

Pennsylvania

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A80248	A	**READING** SCHOOL DISTRICT	READING	PA	98520
T003B10004	B	SCHOOL DIST OF PHILADELPHIA	PHILADELPHIA	PA	185373
T003E00052	E	SCHOOL DISTRICT OF PHILADELPHIA	PHILIDELPHIA	PA	126000
T003E20037	E	SCHOOL DISTRICT OF PITTSBURGH	PITTSBURGH	PA	44994

FY92 Title VII TBE, DBE, and SAIP Projects:

Rhode Island

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E10037	E	WARREN PUBLIC SCHOOLS	WARREN	RI	170000
T003E10074	E	WEST WARWICK SCHOOL DEPARTMENT	WEST WARWICK	RI	84556
T003N10051	N	PAWTUCKET SCHOOL DEPARTMENT	PAWTUCKET	RI	135855

FY92 Title VII TBE, DBE, and SAIP Projects:

South Carolina

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90136	A	**RICHLAND** COUNTY SCHOOL DIST. #L	COLUMBIA	SC	40440

FY92 Title VII TBE, DBE, and SAIP Projects:

South Dakota

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00222	A	WOUNDED KNEE DISTRICT SCHOOL BD.	MANDERSON	SD	122898
T003A00255	A	PIERRE INDIAN LEARNIG CENTER	PIERRE	SD	106874
T003A10107	A	TODD COUNTY SCHOOL DISTRICT 66-1	MISSION	SD	162000
T003A10305	A	LITTLE WOUND SCHOOL BOARD	KYLE	SD	175000
T003A10327	A	LONEMAN SCHOOL CORPORATION	OGLALA	SD	170000
T003A20248	A	SHANNON COUNTY SCHOOL DIST 65-1	BATESLAND	SD	170000
T003A20325	A	TODD CTY SCHOOL DISTRICT #66-1	MISSION	SD	170000
T003A20365	A	WOUNDED KNEE DISTRICT SCH BD	MANDERSON	SD	75000
T003A80281	A	SHANNON COUNTY SCHOOL DIST 65-1	BATESLAND	SD	125813
T003E20180	E	CRAZY HORSE SCHOOL	WANBLEE	SD	100800
T003E80050	E	EAGLE BUTTE PUBLIC SCHOOLS	EAGLE BUTTE	SD	68904

FY92 Title VII TBE, DBE, and SAIP Projects:

Tennessee

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E80034	E	MEMPHIS CITY SCHOOL	MEMPHIS	TN	83347

FY92 Title VII TBE, DBE, and SAIP Projects:

Texas

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00038	A	LA FERIA INDPNDNT SCHL DIST	LA FERIA	TX	89631
T003A00063	A	LASARA INDEPENDENT SCHOOL DIST	LASARA	TX	61215
T003A00093	A	SHARYLAND I.S.D	MISSION	TX	134792
T003A00099	A	SAN DIEGO INDEPENDENT SCH DIST	SAN DIEGO	TX	111289
T003A00129	A	HARLINGEN CONSOLIDATED I.S.D.	HARLINGEN	TX	102119
T003A00137	A	GRAND PRAIRIE INPNDNT SCHOOL DIST	GRAND PRAIRIE	TX	148500
T003A00164	A	WAXAHACHIE INDEPENDENT SCH DIST	WAXAHACHIE	TX	134998
T003A00237	A	COTULLA INDEPENDENT SCHOOL DIST	COTULLA	TX	117000
T003A10054	A	SOCORRO INDEPENDENT SCHOOL DIST	EL PASO	TX	175000
T003A10151	A	HARLANDAL INDEPENDENT SCHOOL DIST	SAN ANTONIO	TX	169165
T003A10247	A	HIDALGO INDEPENDENT SCHOOL DIST	HIGALGO	TX	175000
T003A10254	A	SPRNGS BRANCH INDEPENDENT SCH DIS	HOUSTON	TX	200000
T003A10333	A	GALVESTON INDEPENDENT SCH DIST	GALVESTON	TX	162599
T003A20021	A	BENAVIDES INDEPENDENT SCH DIST	BENAVIDES	TX	104055
T003A20026	A	LYFORD CONS INDEPENDENT SCH DIST	LYFORD	TX	140372
T003A20039	A	PROGRESO IND SCHOOL DISTRICT	PROGRESO	TX	170000
T003A20095	A	EDCOUCH-ELSA I.S.D.	EDCOUCH	TX	150000
T003A20110	A	SPRING BRANCH INDEPENDENT SCH D.	HOUSTON	TX	170000
T003A20121	A	EDGEWOOD INDEPENDENT SCHOOL DIST	SAN ANTONIO	TX	170000
T003A20265	A	REGION ONE EDUCATION SERV CENTER	EDINBURG	TX	148417
T003A50503	A	PEARSALL INDEPENDENT SCHOOL DIST	PEARSALL	TX	93272
T003A80009	A	SEGUIN INDEPENDENT SCH DISTRICT	SEGUIN	TX	148559
T003A80044	A	SAN MARCOS INDEPENDENT SCH DIST	SAN MARCOS	TX	91217
T003A80111	A	WEST TEXAS CHILDREN'S HOME	AUSTIN	TX	212009
T003A80172	A	LUFKIN INDEPENDENT SCHOOL DIST.	LUFKIN	TX	167073
T003A80275	A	VALLEY VIEW INDEPENDENT SCH DIST	PHARR	TX	169366
T003A80324	A	HIDALGO INDEPENDENT SCHOOL DIST	HIDALGO	TX	216565
T003A80365	A	HARLANDALE INDEPENDENT SCHOL DIST	BEXAR	TX	124744
T003A80368	A	LA VILLA INDEPENDENT SCH DISTRICT	LA VILLA	TX	119354
T003A90057	A	REGION ONE EDUCATION SERVICE CTR.	EDINBURG	TX	151427
T003A90128	A	ECTOR COUNTY ISD/SPEC POPULATIONS	ODESSA	TX	174763
T003A90143	A	HARLANDALE INDEP SCHOOL DISTRICT	SAN ANTONIO	TX	109588
T003A90158	A	LYFORD CISD/LEA	LYFORD	TX	78034
T003A90159	A	SAN FELIPE DEL RIO C. I. S. D.	DEL RIO	TX	124862
T003A90164	A	UNITED INDEPENDENT SCHOOL DIST.	LAREDO	TX	145173

FY92 Title VII TBE, DBE, and SAIP Projects:

Texas (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003C20011	C	**LUFKIN** INDEP SCHL DIST	LUFKIIN	TX	145000
T003C20018	C	**EL PASO** INDEP SCHL DIST	EL PASO	TX	180000
T003C20078	C	**PEARSALL** INDEP SCHL DIST	PEARSALL	TX	165000
T003E00126	E	SAN ANTONIO INDEPENDENT SCHOOL	SAN ANTONIO	TX	180000
T003E00154	E	AUSTIN INDEPENDENT SCH DISTRICT	AUSTIN	TX	126000
T003E00169	E	REGION ONE EDUCATION SERVICE	EDINBURG	TX	111700
T003E10020	E	SAN FELIPE DEL RIO CONSOLIDATED	DEL RIO	TX	167473
T003E20007	E	KINGSVILLE I.S.D.	KINGSVILLE	TX	115000
T003E90053	E	HARLANDALE INDEP SCHOOL DISTRICT	SAN ANTONIO	TX	127387
T003E90057	E	CANUTILLO INDEP SCHOOL DIST./LEA	CANUTILLO	TX	90159
T003E90111	E	SOUTH SAN ANTONIO, I. S. D.	SAN ANTONIO	TX	91847
T003E90160	E	HARLANDALE INDEP SCHOOL DISTRICT	SAN ANTONIO	TX	82920
T003E90169	E	TERLINGUA COMMON SCHOOL DISTRICT	TERLINGUA	TX	72846
T003E90205	E	SOCORRO INDEPENDENT SCHOOL DIST.	EL PASO	TX	156791
T003M20027	M	HARLANDALE INDEP SCHOOL DIST	SAN ANTONIO	TX	150000
T003M20091	M	SPRING BRANCH INDEP SCHL DIST	HOUSTON	TX	105000
T003N10018	N	ALIEF INDEPENDENT SCHOOL DISTRICT	ALIEF	TX	157959
T003N20022	N	PASADENA INDEPENDENT SCHOOL DIST	PASADDENA	TX	175000
T003N20044	N	PRESIDIO ISD	PRESIDIO	TX	165000

FY92 Title VII TBE, DBE, and SAIP Projects:

Utah

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20227	A	**ANETH** COMMUNITY SCHOOL	MONTEZUMA ACREEK	UT	170000
T003A90146	A	**GRANITE** SCHOOL DISTRICT	SALT LAKE CITY	UT	78691
T003E80063	E	SALT LAKE CITY SCHOOL DISTRICT	SALT LAKE CITY	UT	73606
T003E90073	E	GRANITE SCHOOL DISTRICT	SALT LAKE CITY	UT	114973
T003E90095	E	SALT LAKE CITY SCHOOL DISTRICT	SALT LAKE CITY	UT	105603
T003F10004	F	SALT LAKE CITY SCHOOL DISTRICT	SALT LAKE CITY	UT	169884

FY92 Title VII TBE, DBE, and SAIP Projects:

Virginia

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003C10001	C	**ARLINGTON** PUBLIC SCHOOLS	ARLINGTON	VA	132248
T003E10002	E	**ARLINGTON** PUBLIC SCHOOLS	ARLINGTON	VA	59663
T003E80008	E	**ARLINGTON** PUBLIC SCHOOLS	ARLINGTON	VA	56919
T003N10015	N	**FAIRFAX** COUNTY PUBLIC SCHOOLS	ANNANDALE	VA	158000

FY92 Title VII TBE, DBE, and SAIP Projects:

Washington

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00020	A	SEATTLE PUBLIC SCHOOLS	SEATTLE	WA	118358
T003A00254	A	YAKIMA SCHOOL DISTRICT #7	YAKIMA	WA	132525
T003A20010	A	ORONDO SCHOOL DISTRICT	ORONDO	WA	150000
T003A20038	A	JERRY L HOUSE	GRANGER	WA	105000
T003A20195	A	LYNDEN SCHOOL DISTRICT 504	LYNDEN	WA	100000
T003A20259	A	PASCO SCHOOL DISTRICT 1	PASCO	WA	170000
T003A20341	A	TOPPENISH SCHOOL DISTRICT NO 202	TOPPENISH	WA	160000
T003A50507	A	SEATTLE SCHOOL DISTRICT #1	SEATTLE	WA	99210
T003A80187	A	GRANGER SCHOOL DISTRICT #204	GRANGER	WA	105674
T003A80205	A	PASCO SCHOOL DISTRICT #1	PASCO	WA	156807
T003A90109	A	MABTON SCHOOL DISTRICT #120	MABTON	WA	76076
T003A90142	A	TOPPENISH SCHOOL DISTRICT #202	TOPPENISH	WA	208976
T003A90189	A	KENNEWICK SCHOOL DISTRICT #17	KENNEWICK	WA	112527
T003E20016	E	THE BETHEL SCHOOL DISTRICT	SPANAWAY	WA	80000
T003E20086	E	FEDERAL WAY SCHOOL DISTRICT	FEDERAL WAY	WA	170000
T003E90035	E	VANCOUVER SCHOOL DISTRICT	VANCOUVER	WA	98718
T003N20058	N	TACOMA SCHOOL DIST NO 10	TACOMA	WA	160000

FY92 Title VII TBE, DBE, and SAIP Projects:

Wyoming

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20091	A	WYOMING INDIAN SCHOOLS	ETHETE	WY	159819
T003E00043	E	WYOMING INDIAN SCHOOLS	ETHETE	WY	80000
T003E90129	E	ST. STEPHENS'S INDIAN SCHOOL	ST. STEPHEN'S	WY	51435
T003E90210	E	SHOSHONE & ARAPAHOE TRIBES	FT. WASHAKIE	WY	200415

FY92 Title VII TBE, DBE, and SAIP Projects:

Puerto Rico

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90085	A	PUERTO RICO DEPT OF EDUCATION	HATO REY	PR	159327

FY92 Title VII TBE, DBE, and SAIP Projects:

Trust Territories

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90027	A	**REPUBLIC** OF PALAU/BUREAU OF ED.	KOROR	TT	156605
T003E90167	E	REPUBLIC OF PALAU/BUREAU OF ED.	KOROR	TT	87650

FY92 Title VII TBE, DBE, and SAIP Projects:

Virgin Islands

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A80291	A	VIRGIN ISLANDS DEPT OF EDUCATION	ST CROIX	VI	122889

SIAC
Special Issues Analysis Center

FY93 Title VII TBE, DBE, and SAIP Projects by State and Program Type

Short Turnaround Report, No. 38

Prepared by:

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Arlington, Virginia 22209-2023
(703) 276-0677
(Contract # T292001001)

Submitted:

August 9, 1994

FY93 Title VII Transitional Bilingual Education, Developmental Bilingual Education, and Special Alternative Instructional Projects by State and Program Type

This report provides project listings of FY93 Title VII programs by state and program type. The listings include projects in the Transitional Bilingual Education Program (TBE), the Developmental Bilingual Education Program (DBE), and the Special Alternative Instructional Program (SAIP) only. Projects of special priority within respective programs are also listed (Magnet School Priority, Recent Arrivals Priority, and Math/Science Priority). A list of CFDA codes with respective program titles and abbreviations is provided in the beginning of the listings.

Each project listing includes project identification number, CFDA code, grantee organization, city, state, and total obligated funding amount. Projects in each state begin on a new page. Projects from the U.S. territories are listed at the end of the document.

TITLE VII BILINGUAL EDUCATION PROGRAMS

CFDA Codes, Program Titles, and Program Abbreviations

CFDA	Program Title	Abbreviation
A	Transitional Bilingual Education Program	TBE
B	Developmental Bilingual Education Program (Magnet School Priority)	DBE(M)
C	Developmental Bilingual Education Program	DBE
D *	Transitional Bilingual Education Program (Math/Science Priority)	TBE(S)
E	Special Alternative Instructional Program	SAIP
F	Special Alternative Instructional Program (Magnet School Priority)	SAIP(M)
G	Academic Excellence Program	AEP
J	Family English Literacy Program	FELP
K *	Special Alternative Instructional Program (Math/Science Priority)	SAIP(S)
M	Transitional Bilingual Education Program (Recent Arrivals Priority)	TBE(R)
N	Special Alternative Instructional Program (Recent Arrivals Priority)	SAIP(R)

* New programs in FY93

FY93 Title VII TBE, DBE, and SAIP Projects:

Alabama

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10047	A	**BLOUNT** COUNTY BOARD OF EDUCATION	ONEONTA	AL	170000
T003E00131	E	**MOBILE** COUNTY PUBLIC SCHOOL	MOBILE	AL	130977
T003N20042	N	**MOBILE** COUNTY PUBLIC SCHOOLS	MOBILE	AL	200000

FY93 Title VII TBE, DBE, and SAIP Projects:

Alaska

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10318	A	JUNEAU SCHOOL DISTRICT	JUNEAU	AK	157500
T003A20157	A	BERING STRAIT SCHOOL DISTRICT	UNALAKLEEK	AK	80000
T003C20051	C	ANCHORAGE SCHOOL DISTRICT	ANCHORAGE	AK	141999
T003D30317	D	JUNEAU SCHOOL DISTRICTS	JUNEAU	AK	199835
T003E00134	E	KASHUNAMIUT SCHOOL DISTRICT	CHEVAK	AK	69462
T003E90056	E	BERING STRAIT SCHOOL DISTRICT	UNALAKLEET	AK	98912
T003K30140	K	FAIRBANKS NORTH STAR BOROUGH SD	FAIRBANKS	AK	157696

FY93 Title VII TBE, DBE, and SAIP Projects:

Arizona

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00131	A	RED ROCK DAY SCHOOL	RED VALLEY	AZ	121500
T003A00162	A	PEACH SPRINGS SCHOOL DISTRICT 8	PEACH SPRINGS	AZ	113400
T003A00170	A	KAYENTA BOARDING SCHOOL	NAVAJO	AZ	121500
T003A00198	A	GANADO UNFIED SCHOOL DISTRICT 20	GANADO	AZ	113236
T003A10065	A	PINON UNIFIED SCHOOL DISTRICT 4	PINON	AZ	157500
T003A10154	A	SANDERS UNIFIED SCHOOL DIST #18	SANDERS	AZ	157174
T003A10162	A	KAYENTA UNIFIED SCHOOL DISTRICT	KAYENTA	AZ	108551
T003A20128	A	OSBORN SCHOOL DISTRICT #8	PHOENIX	AZ	169762
T003A20228	A	TEECNOSPOS BOARDING SCHOOL	TEECNOSPOS	AZ	175000
T003A20300	A	SANTA CRUZ VALLEY UNIFIED DIST 35	TUMACACORI	AZ	175000
T003A20304	A	BISBEE UNIFIED SCHOOL DISTRICT #2	BISBEE	AZ	139932
T003A90053	A	ROUGH ROCK SCHOOL BOARD, INC.	CHINLE	AZ	154889
T003A90103	A	SUNNYSIDE UNIFIED SCH DISTRICT	TUCSON	AZ	106219
T003A90201	A	LITTLETON ELEMENTARY S. D. #65	CASHION	AZ	92763
T003A90229	A	SHONTO BOARDING SCHOOL	SHONTO	AZ	131286
T003A90246	A	PHOENIX ELEMENTARY S. D. #1	PHOENIX	AZ	252767
T003A90253	A	WILSON ELEMENTARY SCHOOL DIST. #7	PHOENIX	AZ	223112
T003A90284	A	HAVASUPAI TRIBE	SUPAI	AZ	81236
T003C20045	C	ROOSEVELT ELEM SCHL DIST #66	PHOENIX	AZ	114384
T003D30071	D	SCOTTSDALE UNIFIED SCH DIST #48	PHOENIX	AZ	74000
T003D30077	D	GANADO UNIFIED SCHOOL DIST NO. 20	GANADO	AZ	174936
T003D30210	D	CASA BLANCA DAY SCHOOL	BAPCHULE	AZ	150000
T003D30267	D	SUNNYSIDE UNIFIED SCHOOL DIST #12	TUCSON	AZ	175000
T003D30309	D	SANTA CRUZ VALLEY UNIF DIST. #35	TUMACACORI	AZ	175000
T003D30333	D	DYSART UNIFIED SCH DISTRICT#89	MARICOPA	AZ	200000
T003D30351	D	TUBA CITY UNIFIED SCHOOL DIST #15	TUBA CITY	AZ	125000
T003E00036	E	FLAGSTAFF UNIFIED SCHL DIST NO.1	COCONINO	AZ	110727
T003E00064	E	ISAAC SCHOOL DISTRICT NO. 5	PHOENIX	AZ	130977
T003E00120	E	DENNEHOTSO BOARDING SCHOOL	DENNEHOTSO	AZ	96700
T003E10069	E	SAN CARLOS UNIFIED SCH DIST 20	SAN CARLOS	AZ	113557
T003E10132	E	DOUGLAS UNIFIED SCHOOL DIST #27	DOUGLAS	AZ	148265
T003E20136	E	GLENDALE UNION HIGH SCH DIST	GLENDALE	AZ	26159

FY93 Title VII TBE, DBE, and SAIP Projects:

Arizona (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E20137	E	YUMA EDUC(L) SUPPORT SERVICES	YUMA	AZ	130000
T003E20144	E	TEMPE SCHOOL DISTRICT NO 3	TEMPE	AZ	105339
T003E90117	E	TEMPE SCHOOL DISTRICT #3	TEMPE	AZ	30000
T003E90142	E	GANADO U. S. D./GANADO MIDDLE SCH	GANADO	AZ	48858
T003E90144	E	PHOENIX UNION HIGH SCHOOL DIST.	PHOENIX	AZ	88438
T003K30052	K	ALHAMBRA SCHOOL DISTRICT	PHOENIX	AZ	160000
T003M20058	M	CREIGHTON ELEMENTARY SCHL DIST 14	PHOENIX	AZ	140000

FY93 Title VII TBE, DBE, and SAIP Projects:

Arkansas

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003D30233	D	DEQUEEN-MENA EDUCATIONAL CO-OP	GILLHAM	AR	175000

FY93 Title VII TBE, DBE, and SAIP Projects:

California

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00003	A	CHOWCHILLA SCHOOL DISTRICT	CHOWCHILLA	CA	121500
T003A00005	A	MARYSVILLE JOINT UNIFIED SCH DIST	MARYSVILLE	CA	162000
T003A00008	A	WEST COVINA UNIFIED SCHOOL DIST	WEST COVINA	CA	136593
T003A00013	A	SHASTA COUNTY OFFICE OF EDUCATION	REDDING	CA	121500
T003A00033	A	HOLLISTER SCHOOL DISTRICT	HOLLISTER	CA	121500
T003A00057	A	CHATOM SCHOOL DISTRICT	TURLOCK	CA	137700
T003A00075	A	CAMPBELL UNION HIGH SCHOOL DIST	SAN JOSE	CA	93150
T003A00076	A	CALEXICO UNIFIED SCHOOL DISTRICT	CALEXICO	CA	121500
T003A00081	A	RIO SCHOOL DISTRICT	OXNARD	CA	101456
T003A00117	A	FONTANA UNIFIED SCHOOL DISTRICT	FONTANA	CA	121500
T003A00120	A	MOORPARK UNIFIED SCHOOL DISTRICT	MOORPARK	CA	60990
T003A00122	A	VAL VERDE UNIFIED SCHOOL DISTRICT	PERRIS	CA	133709
T003A00123	A	SANTA BARBARA SCHOOL DISTRICT .	SANTA BARBARA	CA	145800
T003A00134	A	BALDWIN PARK UNIFIED SCHOOL DIST	BALDWIN PARK	CA	149933
T003A00136	A	SAN DIEQUITO UNION HIGH SCHL DIST	SAN DIEGO	CA	97175
T003A00146	A	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	162000
T003A00151	A	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	121500
T003A00153	A	CHARTER OAK UNIFIED SCHOOL DIST	COVINA	CA	138843
T003A00159	A	FORT BRAGG UNIFIED SCHOOL DIST	FORT BRAGG	CA	121500
T003A00161	A	LA HABRA CITY SCHOOL DISTRICT	LA HABRA	CA	174150
T003A00185	A	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	380074
T003A00190	A	LAKE TAHOE UNIFIED SCHOOL DIST	SOUTH LAKE TAHOE	CA	93143
T003A00194	A	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA	CA	203392
T003A00203	A	PAJARO VALLEY UNIFIED SCHOOL DIST	WATSONVILLE	CA	136793
T003A00212	A	YUBA CITY UNIFIED SCHOOL DISTRICT	YUBA CITY	CA	145800
T003A00218	A	CHICO UNIFIED SCHOOL DISTRICT	CHICO	CA	162000
T003A00226	A	AZUSA UNIFIED SCHOOL DISTRICT	AZUSA	CA	145676
T003A00235	A	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	265741
T003A00236	A	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	101250
T003A00238	A	GILROY UNIFIED SCHOOL DISTRICT	GILROY	CA	121434
T003A00257	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	160995
T003A10010	A	OXNARD ELEMENTARY SCHOOL DISTRICT	OXNARD	CA	157498
T003A10030	A	LA HABRA CITY SCHOOL DISTRICT	LA HABRA	CA	157500
T003A10033	A	CASTAIC UNION SCHOOL DISTRICT	CASTAIC	CA	134978
T003A10043	A	GLENN COUNTY OFFICE OF EDUCATION	WILLOWS	CA	157500
T003A10044	A	LOS BANOS UNIFIED SCHOOL DISTRICT	LOS BANOS	CA	141818
T003A10059	A	BASSETT UNIFIED SCHOOL DISTRICT	LA PUENTE	CA	157241

FY93 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10067	A	ANDERSON VALLEY UNIFIED SCH DIST	BOONVILLE	CA	152720
T003A10077	A	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	315000
T003A10104	A	DOS PALOS JOINT UNION H. S. D.	DOS PALOS	CA	133079
T003A10122	A	CABRILLO UNIFIED SCHOOL DISTRICT	HALF MOON BAY	CA	157406
T003A10127	A	LOS ANGELES UNIFIED SCH DISTRICT	VAN NUYS	CA	180402
T003A10159	A	LOS ANGELES U. S. D. - REGION B	LOS ANGELES	CA	179681
T003A10204	A	PAJARO VALLEY UNIFIED SCHOOL DIST	WATSONVILLE	CA	157432
T003A10210	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	157459
T003A10229	A	LINDSAY UNIFIED SCHOOL DISTRICT	LINDSAY	CA	157492
T003A10245	A	KERMAN UNIFIED SCHOOL DISTRICT	KERMAN	CA	109571
T003A10263	A	BELLFLOWER UNIFIED SCHOOL DIST	BELLFLOWER	CA	157500
T003A10264	A	NORWALK-LA MIRADA UNIFIED SCH DIS	NORWALK	CA	135000
T003A10268	A	COVINA-VALLEY UNIFIED SCHOOL DIST	LOS ANGELES	CA	156839
T003A10278	A	BRAWLEY SCHOOL DISTRICT	BRAWLEY	CA	134987
T003A10285	A	SANTA CLARA UNIFIED SCHOOL DIST	SANTA CLARE	CA	142592
T003A10294	A	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	157400
T003A10301	A	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA	CA	157219
T003A10315	A	LOS NIETOS SCHOOL DISTRICT	WHITTIER	CA	157060
T003A10323	A	OAK GROVE ELEMENTARY SCH DISTRICT	SAN JOSE	CA	157500
T003A20009	A	BASSETT UNIFIED SCHOOL DIST	LA PUENTE	CA	170066
T003A20015	A	PERRIS ELEMENTARY SCHOOL DISTRICT	PERRIS	CA	170000
T003A20019	A	LUTHER BURBANK SCHOOL DISTRICT	SAN JOSE	CA	171000
T003A20027	A	KERMAN UNIFIED SCHOOL DISTRICT	KERMAN	CA	150000
T003A20033	A	JEFFERSON UNION HIGH SCH DIST	DALY CITY	CA	159904
T003A20058	A	LE GRAND UNION ELEM SCH DIST	LE GRAND	CA	160000
T003A20062	A	MORENO VALLEY UNIFIED SCH DIST	MORENO VALLEY	CA	169369
T003A20066	A	MONROVIA UNIFIED SCHOOL DISTRICT	MONROVIA	CA	174997
T003A20086	A	VALLEJO CITY UNIFIED SCH DISTRICT	VALLEJO	CA	166929
T003A20092	A	SAN JOAQUIN CTY OFFICE OF EDUC	STOCKTON	CA	171844
T003A20098	A	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	CA	169909
T003A20099	A	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA	CA	174000
T003A20161	A	LATON UNIFIED SCHOOL DISTRICT	LATON	CA	165618
T003A20168	A	WILLITS UNIFIED SCHOOL DISTRICT	WILLITS	CA	175000
T003A20178	A	GREENFIELD UNION SCHOOL DISTRICT	GREENFIELD	CA	175000
T003A20186	A	FARMERSVILLE SCHOOL DISTRICT	FARMERSVILLE	CA	160000
T003A20188	A	CHINO USD/DON ANTONIO LUGO H.S	CHINO	CA	164985
T003A20194	A	NORTH MONTEREY COUNTY U.S.D.	MOSS LANDING	CA	175000

FY93 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20226	A	WESTMINSTER SCHOOL DISTRICT	WESTMINSTER	CA	164977
T003A20276	A	TULELAKE BASIN JOINT UNIFIED SD	TULELAKE	CA	170000
T003A20278	A	BUENA PARK SCHOOL DISTRICT	BUENA PARK	CA	159998
T003A20280	A	COMPTON UNIFEID SCH DIST	COMPTON	CA	170000
T003A20281	A	TEMECULA VALLEY UNIF SCH DIST	TEMECULA	CA	160000
T003A20297	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	175000
T003A20307	A	WOODLAND JOINT UNIFIED SCH DIST	WOODLAND	CA	142001
T003A20322	A	SAN DIEGO CTY OFF OF EDUCATION	SAN DIEGO	CA	175000
T003A20324	A	DIXON UNIFIED SCHOOL DISTRICT	DIXON	CA	165752
T003A20332	A	RAVENSWOOD CITY SCHOOL DISTRICT	EAST PALO ALTO	CA	170000
T003A20363	A	EARLIMART ELEMENTARY SCH DIST	EARLIMART	CA	170000
T003A20370	A	CHARTER OAK UNIFIED SCHOOL DIST	COVINA	CA	164785
T003A90001	A	SALINAS CITY SCHOOL DISTRICT	SALINAS	CA	82027
T003A90011	A	MERCED COUNTY OFFICE OF EDUCATION	MERCED	CA	277773
T003A90013	A	GEYERSVILLE UNIFIED SCHOOL DIST.	GEYERSVILLE	CA	69972
T003A90014	A	UKIAH UNIFIED SCHOOL DISTRICT	UKIAH	CA	134547
T003A90022	A	EAST WHITTIER CITY SCHOOL DIST.	WHITTIER	CA	63508
T003A90031	A	LODI UNIFIED SCHOOL DISTRICT	LODI	CA	175734
T003A90041	A	SABE/STUDENTS ACHIEVING IN	AZUSA	CA	154675
T003A90043	A	DESERT SANDS UNIFIED SCHOOL DIST.	INDIO	CA	233454
T003A90048	A	LAKE TAHOE UNIFIED SCHOOL DIST	SOUTH LAKE TAHOE	CA	93790
T003A90049	A	BRAWLEY SCHOOL DISTRICT	BRAWLEY	CA	89933
T003A90062	A	PAJARO VALLEY UNIFIED SCH. DIST.	WATSONVILLE	CA	143397
T003A90064	A	BUENA PARK SCHOOL DISTRICT	BUENA PARK	CA	122889
T003A90073	A	CUCAMONGA SCHOOL DISTRICT	RANCHO CUCAMONGA	CA	75000
T003A90075	A	SAN MATEO COUNTY OFFICE OF ED.	REDWOOD CITY	CA	124659
T003A90076	A	SANTA PAULA ELEM. SCHOOL DISTRICT	SANTA PAULA	CA	115023
T003A90079	A	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	CA	120846
T003A90100	A	OCEANSIDE UNIFIED SCHOOL DISTRICT	OCEANSIDE	CA	84000
T003A90108	A	SOLANA BEACH SCHOOL DISTRICT	SOLANA BEACH	CA	95593
T003A90113	A	FRESNO COUNTY OFFICE OF EDUCATION	FRESNO	CA	124486
T003A90119	A	LINDSAY UNIFIED SCHOOL DISTRICT	LINDSAY	CA	145290
T003A90121	A	FRESNO UNIFIED SCHOOL DISTRICT	FRESNO	CA	114467
T003A90125	A	BRAWLEY UNION HIGH SCHOOL DIST.	BRAWLEY	CA	154464
T003A90133	A	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	156676
T003A90149	A	CORONA-NORCO UNIFIED SCHOOL DIST.	NORCO	CA	139625
T003A90163	A	LOST HILLS UNION SCHOOL DISTRICT	LOST HILLS	CA	60783

FY93 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90168	A	SANTA BARBARA SCHOOL DISTRICT	SANTA BARBARA	CA	127698
T003A90176	A	COVINA-VALLEY UNIIFIED SCH DIST	COVINA	CA	152542
T003A90203	A	HAYWARD UNIFIED SCHOOL DISTRICT	HAYWARD	CA	221770
T003A90205	A	RICHMOND UNIFIED SCHOOL DISTRICT	RICHMOND	CA	138676
T003A90211	A	SAN FRANCISCO UNIFIED SCH. DIST.	SAN FRANCISCO	CA	257870
T003A90218	A	SAN DIEGO UNIFIED SCHOOL DISTRICT	SAN DIEGO	CA	91125
T003A90224	A	COACHELLA VALLEY UNIFIED S. D.	THERMAL	CA	136447
T003A90225	A	LONG BEACH UNIFIED SCHOOL DIST.	LONG BEACH	CA	222285
T003A90233	A	BONSALL UNION SCHOOL DISTRICT	BONSALL	CA	61000
T003A90239	A	PARLIER UNIFIED SCHOOL DISTRICT	PARLIER	CA	161732
T003A90267	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	191971
T003A90276	A	WESTERN PLACER UNIFIED SCH DIST	PLACER	CA	174960
T003A90279	A	VALLEY CENTER UNION SCHOOL DIST	VALLEY CENTER	CA	71587
T003A90281	A	ANAHEIM UNION HIGH SCHOOL DIST	ANAHEIM	CA	125298
T003A90315	A	ENCINITAS UNION SCHOOL DISTRICT	ENCINITAS	CA	78465
T003A90328	A	FALLBROOK UNION ELMN SCHL DIST	FALLBROOK	CA	90900
T003C00008	C	LOS ANGELES COUNTY OFFICE OF ED.	DOWNEY	CA	260000
T003C00013	C	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	214688
T003C00019	C	SADDLEBACK VALLEY UNIFIED S. D.	MISSION VIEJO	CA	83052
T003C00044	C	CULVER CITY UNIFIED SCHOOL DIST.	CULVER CITY	CA	100000
T003C00059	C	VALLEY CENTER UNION SCHOOL DIST.	VALLEY CENTER	CA	101545
T003C00096	C	LOS ANGELES UNIFIED SCHOOL DIST.	LOS ANGELES	CA	171900
T003C00110	C	SANTA MONICA-MALIBU UNIFIED S. D.	SANTA MONICA	CA	175975
T003C10012	C	SAN JOSE UNIVIED SHCOOL DISTRICT	SAN JOSE	CA	175000
T003C10029	C	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	170000
T003C10034	C	BARSTOW UNIFIED SCHOOL DISTRICT	BARSTOW	CA	113497
T003C10060	C	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	170000
T003C20007	C	CAPISTRANO UNIFIED SCHL DIST	SAN JUAN CAPISTRANO	CA	172984
T003C20014	C	PASADENA UNIFIED SCHOOL DIST	PASADENA	CA	175000
T003C20038	C	POMONA UNIFIED SCHOOL DIST	POMONA	CA	186000
T003C20040	C	WOODLAND JOINT UNIFIED SCHL DIST	WOODLAND	CA	139005
T003C20062	C	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	210818
T003C20088	C	ALUM ROCK UNION ELEM SCHL DIST	SAN JOSE	CA	149500

FY93 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003D30031	D	**FULLERTON** SCHOOL DISTRICT	FULLERTON	CA	150000
T003D30035	D	**NEWHALL** SCHOOL DISTRICT	VALENCIA	CA	175000
T003D30036	D	**DOS PALOS**-ORO LOMA UNIFIED SCH	DOS PALOS	CA	174591
T003D30042	D	**LATON UNIFIED** SCHOOL DISTRICT	LATON	CA	162759
T003D30044	D	SALINAS UNION HIGH SCHOOL DIST	SALINAS	CA	199170
T003D30085	D	ESCONDIDO UNION HIGH SCHOOL DIST	ESCONDIDO	CA	175000
T003D30089	D	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	153[illegible]4
T003D30092	D	SAVANNA SCHOOL DISTRICT	ANAHEIM	CA	175000
T003D30094	D	WESTMINSTER SCHOOL DISTRICT	WESTMINSTER	CA	174850
T003D30123	D	JURUPA UNIFIED SCHOOL DISTRICT	RIVERSIDE	CA	175000
T003D30131	D	EXETER UNION SCHOOL DISTRICT	EXETER	CA	175000
T003D30133	D	MENDOTA UNIFIED SCHOOL DISTRICT	MENDOTA	CA	175000
T003D30136	D	CUCAMONGA SCHOOL DISTRICT	RANCHO CUCAMONGA	CA	149994
T003D30137	D	PIXLEY UNION SCHOOL DISTRICT	PIXLEY	CA	150000
T003D30140	D	PLEASANT VALLEY SCHOOL DISTRICT	CAMARILLO	CA	175000
T003D30148	D	LODI UNIFIED SCHOOL DISTRICT	LODI	CA	150000
T003D30165	D	ROWLAND UNIFIED SCHOOL DISTRICT	ROWLAND HEIGHTS	CA	174799
T003D30177	D	NAPA CTY OFFICE OF EDUCATION	NAPA	CA	113284
T003D30179	D	SAN MATEO CTY OFFICE OF EDUCATION	REDWOOD CITY	CA	175000
T003D30180	D	MONTEBELLO UNIFIED SCHOOL DIST	MONTEBELLO	CA	170000
T003D30196	D	LINCOLN UNIFIED SCHOOL DISTRICT	STOCKTON	CA	199980
T003D30207	D	VENTUA UNIFIED SCHOOL DISTRICT	VENTURA	CA	175000
T003D30208	D	CAMPBELL UNION ELEM SCHOOL DIST	CAMPBELL	CA	175000
T003D30216	D	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	200000
T003D30218	D	SAN DIEGO UNIFIED SCHOOL DISTRICT	SAN DIEGO	CA	175000
T003D30227	D	LOS ANGLES UNIFIED SCHOOL DIST	LOS ANGELES	CA	250000
T003D30239	D	SANTA PAULA ELEM SCHOOL DIST	SANTA PAULA	CA	175000
T003D30240	D	LAWNDALE SCHOOL DISTRICT	LAWNDALE	CA	150000
T003D30245	D	REDWOOD CITY SCHOOL DISTRICT	REDWOOD CITY	CA	199800
T003D30247	D	COLUSA CTY OFFICE OF EDUCATION	COLUSA	CA	175000
T003D30256	D	PASADENA UNIFIED SCHOOL DISTRICT	PASADENA	CA	175000
T003D30268	D	WRIGHT ELEMENTARY SCHOOL DISTRICT	SANTA ROSA	CA	109596
T003D30287	D	HOLTVILLE UNIFIED SCHOOL DISTRICT	HOLTVILLE	CA	175000
T003D30295	D	CAPISTRANO UNIFIED SCHOOL DIST	SAN JUAN CAPISTRANO	CA	174843
T003D30302	D	MOORPARK UNIFIED SCHOOL DISTRICT	MOORPARK	CA	91010
T003D30303	D	AZUSA UNIFIED SCHOOL DISTRICT	AZUSA	CA	175000
T003D30334	D	TEHAMA COUNTY DEPARTMENT OF ED.	RED BLUFF	CA	160000

FY93 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003D30348	D	TUSTIN UNIFIED SCHOOL DISTRICT	TUSTIN	CA	170091
T003D30354	D	EL CENTRO SCHOOL DISTRICT	EL CENTRO	CA	175000
T003D30355	D	EASTSIDE UNION SCHOOL DISTRICT	LANCASTER	CA	149970
T003D30368	D	ALUM ROCK UNION ELEM SCH DISTRICT	SAN JOSE	CA	175000
T003D30369	D	ALAMEDA CTY OFFICE OF EDUCATION	HAYWARD	CA	174981
T003D30371	D	ALAMEDA CTY OFFICE OF EDUCATION	HAYWARD	CA	175000
T003D30377	D	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	200000
T003E00019	E	INGLEWOOD UNIFIED SCHOOL DISTRICT	INGLEWOOD	CA	102627
T003E00025	E	ESCALON UNIFIED SCHOOL DISTRICT	ESCALON	CA	82383
T003E00029	E	JEFFERSON YEAR-ROUND ELEM SCHL	OAKLAND	CA	200000
T003E00031	E	REDDING SCHOOL DISTRICT	REDDING	CA	96030
T003E00040	E	ANAHEIM UNION HIGH SCHL DIST	ANAHEIM	CA	90000
T003E00045	E	SADDLEBACK VALLEY UNFD SCHL DIST	MISSION VIEJO	CA	102627
T003E00059	E	NEWPORT-MESA UNIFIED SCHL DIST	NEWPORT BEACH	CA	110730
T003E00061	E	LODI UNIFIED SCHOOL DISTRICT	LODI	CA	118800
T003E00063	E	ESCONDIDO UNION HIGH SCHL DIST	ESCONDIDO	CA	90000
T003E00084	E	BANNING UNIFIED SCHL DIST	BANNING	CA	96700
T003E00087	E	EMPIRE UNION SCHOOL DISTRICT	EMPIRE	CA	105300
T003E00089	E	GLENDORA UNIFIED SCHOOL DISTRICT	GLENDORA	CA	102870
T003E00112	E	SAN DIEGO COUNTY OFFICE OF ED.	SAN DIEGO	CA	155208
T003E00119	E	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	CA	49808
T003E00137	E	LOS ANGELES UNIFIED SCHOOL DISTR	LOS ANGELES	CA	107806
T003E00142	E	VALLEJO CITY UNIFIED SCHOOL	VALLEJO	CA	84857
T003E00145	E	CUPERTINO UNION SCHOOL DISTRICT	CUPERTINO	CA	41000
T003E00147	E	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	CA	110161
T003E00156	E	MERCED CITY SCHOOL DISTRICT	MERCED	CA	102000
T003E00165	E	SANTA CLARA COUNTY OFFICE OF ED	SAN JOSE	CA	121500
T003E00168	E	ALAMEDA COUNTY OFFICE OF ED	HAYWARD	CA	143127
T003E00182	E	BREA-OLINDA UNIFIED SCHOOL DIST.	BREA	CA	93846
T003E00189	E	TUSTIN UNIFIED SCHOOL DISTRICT	TUSTIN	CA	105300
T003E00193	E	RICHMOND UNIFIED SCHL DIST	RICHMOND	CA	90000
T003E10016	E	THERMALITO UNION SCHOOL DISTRICT	OROVILLE	CA	154800
T003E10017	E	NAPA VALLEY UNIFIED SCHOOL DIST	NAPA	CA	71275
T003E10033	E	TULARE CITY ELEMENTARY SCH DIST	TULARE	CA	148500
T003E10044	E	ALHAMBRA SCHOOL DISTRICT	ALHAMBRA	CA	153000

FY93 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E10075		MORGAN HILL UNIFIED SCHOOL DIST	MORGAN HILL	CA	134509
T003E10083	E	SAN LEANDRO UNIFIED SCHOOL DIST	SAN LEANDRO	CA	144000
T003E10089	E	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	149267
T003E10099	E	SAN JUAN UNIFIED SCHOOL DISTRICT	CARMICHAEL	CA	157500
T003E20001	E	ORANGE UNIFIED SCHOOL DISTRICT	ORANGE	CA	160000
T003E20005	E	SAN MATEO UNION HIGH SCH DIST	SAN MATEO	CA	160000
T003E20006	E	GROSSMONT UNION HIGH SCH DIST	LA MESA	CA	170000
T003E20013	E	LITTLE LAKE CITY SCH DIST	SANTA FE SPRINGS	CA	133779
T003E20017	E	SAN JOAQUIN COUNTY OFF OF ED.	STOCKTON	CA	169145
T003E20020	E	ALAMEDA UNIFIED SCHOOL DISTRICT	ALAMEDA	CA	160000
T003E20027.	E	DAVIS JOINT UNIFIED SCHOOL DIST.	DAVIS	CA	120000
T003E20028	E	RAMONA UNIFIED SCHOOL DISTRICT	RAMONA	CA	134316
T003E20029	E	SAN JUAN UNIFIED SCH [illegible]	CARMICHAEL	CA	130000
T003E20030	E	SANTA ROSA CITY SCH[illegible]	SANTA ROSA	CA	160000
T003E20053	E	YUBA CITY SCHOOL DISTRICT	YUBA CITY	CA	110000
T003E20069	E	OAK GROVE ELEMENTARY SCHOOL DIST.	SAN JOSE	CA	170000
T003E20089	E	SOMIS UNION SCHOOL DISTRICT	SOMIS	CA	80000
T003E20096	E	TEMPLE CITY UNIFIED SCHOOL DIST.	TEMPLE CITY	CA	140000
T003E20097	E	FULLERTON JNT UNION HIGH SCH DIST	FULLERTON	CA	130000
T003E20106	E	SAN FRANCISCO UNIFIED SCH DIST	SAN FRANCISCO	CA	200000
T003E20109	E	NAPA VALLEY UNIF SCH DIST	NAPA	CA	119656
T003E20111	E	LOS ANGELES CTY OFF OF EDUC	DOWNEY	CA	200000
T003E20114	E	SOLANA BEACH SCH DIST	SOLANA BEACH	CA	140000
T003E20115	E	SUNNYVALE SCHOOL DISTRICT	SUNNYVALE	CA	160000
T003E20127	E	LINCOLN UNIFIED SCHOOL DISTRICT	STOCKTON	CA	158527
T003E20132	E	NORWALK-LAMIRADA UNIFIED SCH DIST	NORWALK	CA	150000
T003E20138	E	MARYVILLE JOINT UNIFED SCH DIST	MARYVILLE	CA	170000
T003E20148	E	FEMONT UNION HIGH SCH DIST	SUNNYVALE	CA	140000
T003E20153	E	GLENDORA UNIFIED SCHOOL DISTRICT	GLENDORA	CA	114030
T003E20168	E	KINGS CANYON UNIFIED SCHOOL DIST	REEDLEY	CA	160000
T003E20170	E	MARTINEZ UNIFIED SCHOOL DISTRICT	MARTINEZ	CA	140000
T003E20177	E	SAN DIEGO CTY OFFICE OF EDUCATION	SAN DIEGO	CA	180000
T003E90010	E	EAST WHITTIER CITY SCHOOL DIST.	WHITTIER	CA	80027
T003E90020	E	TAFT CITY SCHOOL DISTRICT	TAFT	CA	44487
T003E90022	E	EARLIMART SCHOOL DISTRICT	EARLIMART	CA	61348
T003E90026	E	FULLERTON JOINT H.S. DISTRICT	FULLERTON	CA	79291
T003E90031	E	TUSTIN UNIFIED SCHOOL DISTRICT	TUSTIN	CA	97453

FY93 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E90046	E	**TORRENCE** U. S. D./VICTOR SCHOOL	TORRENCE	CA	90000
T003E90055	E	**SADDLEBACK** VALLEY UNIFIED S. D.	MISSION VIEJO	CA	86220
T003E90059	E	**CUPERTINO** UNION SCHOOL DISTRICT	CUPERTINO	CA	82162
T003E90071	E	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	CA	69327
T003E90084	E	PLACENTIA UNIFIED SCHOOL DISTRICT	PLACENTIA	CA	93631
T003E90105	E	LOMPOC U. S. D./LOMPOC SENIOR HS	LOMPOC	CA	84858
T003E90110	E	SACRAMENTO CITY UNIFIED SCH DIST	SACRAMENTO	CA	90000
T003E90118	E	OROVILLE CITY ELEMENTARY SCH DIST	OROVVILLE	CA	89842
T003E90125	E	WHITTIER UNION HIGH SCHOOL DIST.	WHITTIER	CA	95734
T003E90135	E	GLENDALE UNIFIED SCHOOL DISTRICT	GLENDALE	CA	84569
T003E90138	E	ROWLAND UNIFIED SCHOOL DISTRICT	ROWLAND HEIGHTS	CA	100000
T003E90139	E	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	99592
T003E90155	E	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	92194
T003E90161	E	LA MESA-SPRING VALLEY DISTRICT	LA MESA	CA	83993
T003E90163	E	GLENDALE UNIFIED SCHOOL DISTRICT	GLENDALE	CA	80348
T003E90171	E	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	93964
T003E90176	E	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	93964
T003E90183	E	MERCED COUNTY SCHOOLS	MERCED	CA	142256
T003E90212	E	ENTERPRISE S. D./SPECIAL PROG OFF	REDDING	CA	93111
T003K30014	K	MAGNOLIA SCHOOL DISTRICT	ANAHEIM	CA	140000
T003K30055	K	LIVERMORE VALLEY JOINT UNIFIED SD	LIVERMORE	CA	140000
T003K30071	K	MORELAND SCHOOL DISTRICT	SAN JOSE	CA	160000
T003K30079	K	COVINA-VALLEY UNIFIED SCHOOL DIST	COVINA	CA	148935
T003K30096	K	WOODVILLE UNION SCHOOL DISTRICT	PORTERVILLE	CA	158289
T003K30102	K	MARTINEZ UNIFIED SCHOOL DISTRICT	MARTINEZ	CA	133481
T003K30132	K	MT. DIABLO UNIFIED SCH DISTRICT	CONCORD	CA	150000
T003K30138	K	EAST WHITTIER CITY SCH DISTRICT	WHITTIER	CA	86560
T003K30148	K	SUNNYVALE SCHOOL DISTRICT	SUNNYVALE	CA	94435
T003K30191	K	CULVER CITY UNIFIED SCHOOL DIST	CULVER CITY	CA	119980
T003K30206	K	SONOMA VALLEY UNIFIED SCHOOLS	SONOMA	CA	79981
T003M10009	M	NEWPORT-MESA UNIFIED SCHOOL DIST	NEWPORT BEACH	CA	142200
T003M10013	M	SAN MATEO COUNTY OFFICE OF ED	REDWOOD CITY	CA	142200
T003M10022	M	WHITTIER UNION HIGH SCHOOL DIST	WHITTIER	CA	142200

FY93 Title VII TBE, DBE, and SAIP Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003M10023	M	**HAYWARD** UNIFIED SCHOOL DISTRICT	HAYWARD	CA	142200
T003M10025	M	**CAMPBELL** UNION HIGH SCHOOL DIST	SAN JOSE	CA	142200
T003M10042	M	**WOODVILLE** UNION SCHOOL DISTRICT	PORTERVILLE	CA	142200
T003M10047	M	**SANTA ANA** UNIFIED SCHOOL DISTRICT	SANTA ANA	CA	142200
T003M10050	M	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	142200
T003M10053	M	IMPERIAL COUNTY OFFICE OF EDUC	EL CENTRO	CA	142198
T003M20003	M	SANTA ANA UIFIED SCHOOL DISTRICT	SANTA ANA	CA	175000
T003M20004	M	LA HABRA CITY S[illegible]ICT	LA HABRA	CA	150000
T003M20005	M	CUTLER-ORISI UN[illegible] DIST	OROSI	CA	130000
T003M20020	M	SADDLEBACK VAL UN[illegible]HL DIST	MISSION VIEJO	CA	100000
T003M20022	M	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	150000
T003M20023	M	ARVIN UNION SCHOOL DISTRICT	ARVIN	CA	225000
T003M20025	M	LOST HILLS UNION SCHOOL DISTRICT	LOST HILLS	CA	79975
T003M200[illegible]	M	VISTA UNIFIED SCHOOL DISTRICT	VISTA	CA	200000
T003M20[illegible]	M	LAWNDALE SCHOOL DISTRICT	LAWNDALE	CA	175000
T003M20062	M	WESTERN PLACER UNI [illegible]HL DISTRICT	LINCOLN	CA	170406
T003M20069	M	PASO ROBLES UNION SCHOOL DIST	PASO ROBLES	CA	100000
T003M20072	M	MOUNTAIN VIEW-LOS ALTOS UNION	MOUNTAIN VIEW	CA	110000
T003M20076	M	WATERFORD SCHOOL DISTRICT	WATERFORD	CA	269909
T003M20079	M	ROSELAND SCHOOL DISTRICT	SANTA ROSA	CA	100000
T003M20086	M	CALEXICO UNIFIED SCHOOL DISTRICT	CALEXICO	CA	185000
T003N10002	N	FULLERTON JOINT UNION HIGH SCH D.	FULLERTON	CA	141870
T003N10011	N	OAK GROVE ELEMENTARY SCHOOL DIST	SAN JOSE	CA	142200
T003N10017	N	ALAMEDA UNIFIED SCHOOL DISTRICT	ALAMEDA	CA	142178
T003N10039	N	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	CA	142200
T003N10043	N	SUNNYVALE SCHOOL DISTRICT	SUNNYVALE	CA	142200
T003N20009	N	CAJON VALLEY UNION SCHL DISTRICT	EL CAJON	CA	145000
T003N20011	N	MT. DIABLO UNIFIED SCHOOL DIST	CONCORD	CA	175000
T003N20020	N	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	150000
T003N20023	N	OCEAN VIEW SCHOOL DISTRICT	HUNTINGTON BEACH	CA	125000
T003N20024	N	BUENA PARK SCHOOL DISTRICT	BUENA PARK	CA	125000
T003N20031	N	LOS ANGELES UNIFIED SCHL DIST	VAN NUYS	CA	165000
T003N20050	N	PLACENTIA-YORBA LINDA UNI SCHL	PLACENTIA	CA	185000
T003N20053	N	HUNTINGTON BEACH UNION H.S. DIST	HUNTINGTON BEACH	CA	160000

FY93 Title VII TBE, DBE, and SAIP Projects:

Colorado

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20032	A	**ROARING** FORK & EAGLE CTY SCH DIST	GLENWOOD SPRINGS	CO	170000
T003A20164	A	**DENVER** CITY SCHOOL DISTRICT #1	DENVER	CO	72943
T003A20183	A	**MAPLETON** PUBLIC SCHOOLS	DENVER	CO	160000
T003A20217	A	**FORT LUPTON** PUBLIC SCHOOLS	FORT LUPTON	CO	145000
T003A20243	A	**ADAMS-WELD** COUNTY SCHOOL DIST 27J	BRIGHTON	CO	164897
T003A20270	A	SAN LUIS VALLEY BD OF COOP SVCS	ALAMOSA	CO	174135
T003D30009	D	MAPLETON PUBLIC SCHOLS	DENVER	CO	170000
T003D30173	D	MONTEZUMA-CORTEZ SCHOOL DIST RE-1	CORTEZ	CO	143310
T003D30220	D	POUDRE SCHOOL DISTRICT R-1	FORT COLLINS	CO	174275
T003D30264	D	ST VRAIN VALLEY SCHOOL DISTRICT	LONGMONT	CO	175000
T003E20022	E	JEFFERSON COUNTY PUBLIC SCHOOLS	GOLDEN	CO	160000
T003E20051	E	ST. VRAIN VALLEY SCHOOL DIST.	LONGMONT	CO	160000
T003E20175	E	MESA COUNTY VALLEY SCHOOL DIST 51	GRAND JUNCTION	CO	119722
T003E90100	E	LITTLETON PUBLIC SCHOOLS	LITTLETON	CO	22615
T003E90119	E	BOULDER VALLEY S. D. RE2J	BOULDER	CO	91674
T003E90137	E	DENVER CITY SCHOOL DISTRICT #1	DENVER	CO	74915
T003K30188	K	WELD COUNTY SCHOOL DISTRICT #6	GREELEY	CO	160000
T003M20078	M	AURORA PUBLIC SCHOOLS	AURORA	CO	175000

FY93 Title VII TBE, DBE, and SAIP Projects:

Connecticut

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A9[illegible]	A	**WINDHAM** PUBLIC SCHOOLS/LEA	WILLIMANTIC	CT	65000
T003A90266	A	**HARTFORD** PUBLIC SCHOOLS	HARTFORD	CT	96582

FY93 Title VII TBE, DBE, and SAIP Projects:

Delaware

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003D30147	D	**RED CLAY** CONSOLIDATED SCH DIST	WILMINGTON	DE	175000

FY93 Title VII TBE, DBE, and SAIP Projects:

District of Columbia

Grant	CFDA	Grantee	City	State	Grant Amount
T003A10216	A	DISTRICT OF COLUMBIA PUBLIC SCHS	WASHINGTON	DC	157498
T003A90095	A	DISTRICT OF COLUMBIA PUB SCHOOLS	WASHINGTON	DC	146338
T003E00051	E	DISTRICT OF COLUMBIA PUBLIC SCHLS	WASHINGTON	DC	112244
T003E90041	E	DISTRICT OF COLUMBIA PUBLIC SCHS	WASHINGTON	DC	95019
T003K30101	K	DISTRICT OF COLUMBIA PUBLIC SCHS	WASHINGTON	DC	130000

FY93 Title VII TBE, DBE, and SAIP Projects:

Florida

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00048	A	SCHOOL BOARD OF BROWARD CO.	FORT LAUDERDALE	FL	112400
T003A10175	A	MICCOSUKEE CORPORATION	MIAMI	FL	98969
T003A90017	A	DADE COUNTY SCHOOL BOARD	MIAMI	FL	155652
T003C00029	C	BROWARD COUNTY SCHOOL BOARD	FT. LAUDERDALE	FL	136121
T003C20025	C	THE SCHL BD OF DADE CNTY, FL	MIAMI	FL	160000
T003D30109	D	SCHOOL BOARD OF PINNELLAS FLORIDA	LARGO	FL	175000
T003D30262	D	SCHOOL BD OF BROWARD CTY FLORIDA	FT LAUDERDALE	FL	150000
T003E20048	E	COLLIER COUNTY PUBLIC SCHOOL	NAPLES	FL	169810
T003E20101	E	DADE COUNTY PUBLIC SCHOOL	MIAMI	FL	79086
T003K30087	K	OKEECHOBEE COUNTY SCHOOL BOARD	OKEECHOBEE	FL	159394
T003M20032	M	SCHOOL BD OF DADE CNTY, FLORIDA	MIAMI	FL	125000
T003M20045	M	SCHOOL BOARD OF BROWARD CNTY, FL	FORT LAUDERDALE	FL	200000

FY93 Title VII TBE, DBE, and SAIP Projects:

Georgia

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E20004	E	GWINNETT COUNTY PUBLIC SCHOOLS	LAWRENCEVILLE	GA	160000

FY93 Title VII TBE, DBE, and SAIP Projects:

Hawaii

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00125	A	HAWAII STATE DEPT OF EDUCATION	HONOLULU	HI	162000
T003A10061	A	HAWAII STATE DEPT OF EDUCATION	HONOLULU	HI	157500
T003E00021	E	HAWAII STATE DEPARTMENT OF EDUC	HONOLULU	HI	103996

FY93 Title VII TBE, DBE, and SAIP Projects:

Idaho

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10185	A	**WILDER** SCHOOL DISTRICT NO. 133	WILDER	ID	99474
T003A10227	A	**SCHOOL** DISTRICT NO. 381	AMERICAN FALLS	ID	134931
T003D30186	D	**NAMPA** SCHOOL DISTRICT #131	NAMPA	ID	110000
T003E10125	E	SHOSHONE-BANNOCK TRIBES, INC.	FORT HALL	ID	106635
T003E20157	E	BLACKFOOT SCHOOL DISTRICT #55	BLACKFOOT	ID	120000

FY93 Title VII TBE, DBE, and SAIP Projects:

Illinois

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00157	A	**WAUKEGAN** PUBLIC SCHOOLS	WAUKEGAN	IL	121500
T003A00206	A	**CHICAGO** PUBLIC SCHOOLS	CHICAGO	IL	160776
T003A00248	A	**ELGIN** SCHOOL DISTRICT U-46	ELGIN	IL	168196
T003A10100	A	**CMTY** CONSOLIDATED SCHOOL DIST 15	PALATINE	IL	135000
T003A20163	A	ELGIN SCHOOL DISTRICT U-46	ELGIN	IL	170000
T003A90082	A	WEST AURORA SCHOOLS	AURORA	IL	75985
T003C00078	C	CHICAGO PUBLIC SCHOOLS	CHICAGO	IL	214718
T003D30146	D	CHICAGO PUBLIC SCHOOLS	CHICAGO	IL	200000
T003E00041	E	CMTY CONSOLIDATED SCHOOL DIST 146	TINLEY PARK	IL	123030
T003E00068	E	WEST CHICAGO ELEMENTARY DIST #33	WEST CHICAGO	IL	92000
T003E00075	E	URBANA SCHL DIST 116	URBANA	IL	80000
T003E10071	E	ADDISON SCHOOL DISTRICT #4	ADDISON	IL	186976
T003E10109	E	EVANSTON TOWNSHIP HIGH SCHOOL	EVANSTON	IL	94128
T003E10148	E	REAVIS HIGH SCHOOL DISTRICT #220	BURBANK	IL	65000
T003E20021	E	CICERO PUBLIC SCHOOLS DIST. 99	CICERO	IL	87867
T003E20038	E	SKOKIE SCHOOL DISTRICT 68	SKOKIE	IL	150800
T003E90065	E	DANVILLE CMTY CONSOLIDATED SCH	DANVILLE	IL	113724
T003E90077	E	NW SUBURBAN SPECIAL EDUCATION ORG	MT. PROSPECT	IL	88622
T003E90103	E	KIM COOPERATIVE/KEENEYVILLE D 20	ROSELLE	IL	90862
T003E90104	E	BENSENVILLE ELEMENTARY S. D. #2	BENSENVILLE	IL	83700
T003E90177	E	CMTY CONSOLIDATED SCHOOL DIST 21	WHEELING	IL	82141
T003E90178	E	CICERO SCHOOL DISTRICT #99	CICERO	IL	39500
T003K30117	K	ARGO-SUMMIT-BEDFORD PARK SD #204	SUMMIT	IL	160000
T003K30118	K	QUEEN BEE SCHOOL DISTRICT #16	GLENDALE HEIGHTS	IL	160000
T003K30185	K	JOLIET PUBLIC SCHOOLS 86	JOLIET	IL	140000

FY93 Title VII TBE, DBE, and SAIP Projects:

Indiana

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10289	A	SCHOOL CITY OF HAMMOND	HAMMOND	IN	157158
T003A90323	A	RIVER FOREST COMMUNITY SCH CORP	HOBART	IN	153900

FY93 Title VII TBE, DBE, and SAIP Projects:

Iowa

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00224	A	**DAVENPORT** COMMUNITY SCHOOL DIST	DAVENPORT	IA	101025
T003A00258	A	**STORM LAKE** CMTY SCHOOL DISTRICT	STORM LAKE	IA	141750
T003A20093	A	**MARSHALLTOWN** COMMUNITY SCH DIST	MARSHALLTOWN	IA	81299
T003A20127	A	SIOUX CITY COMMUNITY SCHOOL DIST	SIOUX CITY	IA	140842
T003A90216	A	CEDAR RAPIDS COMMUNITY S. D.	CEDAR RAPIDS	IA	82185
T003A90242	A	COLUMBUS COMMUNITY SCHOOL DIST.	COLUMBUS JUNCTION	IA	122256
T003A90247	A	WEST LIBERTY CMTY SCHOOL DISTRICT	WEST LIBERTY	IA	118870

FY93 Title VII TBE, DBE, and SAIP Projects:

Kansas

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00043	A	LIBERAL UNIFIED SCHOOL DIST #480	LIBERAL	KS	144900
T003A20043	A	UNIFIED SCHOOL DISTRICT NO 457	GARDEN CITY	KS	175000
T003E20112	E	UNIF SCH DIST #500 KANSAS PUB SCH	KANSAS CITY	KS	180000
T003E20126	E	LIBERAL UNIFIED SCH DISTRICT	LIBERAL	KS	160000
T003K30086	K	KISMET-PLAINS UNIFIED [illegible]L DIST	KISMET	KS	103486

FY93 Title VII TBE, DBE, and SAIP Projects:

Kentucky

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10244	A	**JEFFERSON** COUNTY PUBLIC SCHOOLS	LOUISVILLE	KY	157500
T003E10126	E	**JEFFERSON** COUNTY PUBLIC SCHOOLS	LOUISVILLE	KY	139781
T003E20105	E	**BOONE** COUNTY SCHOOLS	FLORENCE	KY	90000

FY93 Title VII TBE, DBE, and SAIP Projects:

Louisiana

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10165	A	JEFFERSON PARISH PUB SCH SYSTEM	HARVEY	LA	133185
T003A10184	A	VERNON PARISH SCHOOL BOARD	LEESVILLE	LA	133708
T003A90025	A	ST. MARY PARISH SCHOOL BOARD	CENTERVILLE	LA	110206
T003D30353	D	COUSHATTA TRIBE OF LOUISIANA	ELTON	LA	125000
T003E00144	E	LAFAYETTE PARISH PUBLIC SCHOOL	LAFAYETTE	LA	89002
T003E10082	E	IBERIA PARISH SCHOOL BOARD	NEW IBERIA	LA	131472
T003E10134	E	JEFFERSON PARISH PUBLIC SCH SYS	HARVEY	LA	134451
T003E20033	E	CADDO PARISH SCHOOL BOARD	SHREVEPORT	LA	111079
T003E20133	E	EAST BATON ROUGE PARISH SCH BOARD	BATON ROUGE	LA	159948
T003E90023	E	OUACHITA PARISH SCHOOL SYSTEM/LEA	MONROE	LA	56121
T003F10013	F	EAST BATON ROUGE PARISH SCH BOARD	BATON ROUGE	LA	171000
T003M20030	M	EAST BATON ROUGE PARISH SCHOOL BD	BATON ROUGE	LA	149335
T003M20034	M	JEFFERSON PARISH PUBLIC SCHL SYS	HARVEY	LA	110000

FY93 Title VII TBE, DBE, and SAIP Projects:

Maine

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10253	A	INDIAN TOWNSHIP SCHOOL	PRINCETPN	ME	157500
T003A20302	A	MSAD #33	ST AGATHA	ME	149030
T003D30040	D	MAINE SCHOOL ADMIN	TURNER	ME	152784
T003E00152	E	PORTLAND PUBLIC SCHOOL	PORTLAND	ME	87030
T003E10100	E	SOUTH PORTLAND PUBLIC SCHOOLS	SOUTH PORTLAND	ME	139500
T003E20066	E	M.S.A.D. NO 71	KENNEBUNK	ME	160000
T003K30026	K	PORTLAND PUBLIC SCHOOLS	PORTLAND	ME	110000
T003N10049	N	PORTLAND PUBLIC SCHOOLS	PORTLAND	ME	142092

FY93 Title VII TBE, DBE, and SAIP Projects:

Maryland

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E00110	E	FREDERICK COUNTY PUBLIC SCHOOLS	FREDERICK	MD	116250
T003E20018	E	THE HOWARD COUNTY PUBLIC SCH SYS	ELLICOTT CITY	MD	160000
T003E20052	E	QUEEN ANNE'S COUNTY BOARD OF EDUC	CENTREVILLE	MD	160000
T003E90088	E	PRINCE GEORGE'S CTY PUB SCHOOLS	UPPER MARLBORO	MD	84592
T003E90108	E	HARFORD COUNTY PUBLIC SCHOOOLS	BEL AIR	MD	76456
T003N20057	N	BALTIMORE CITY PUBLIC SCHOOLS	BALTIMORE	MD	119933

FY93 Title VII TBE, DBE, and SAIP Projects:

Massachusetts

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00163	A	CITY OF BROCKTON/BROCKTON PUB SCH	BROCKTON	MA	114136
T003A00216	A	LAWRENCE PUBLIC SCHOOLS	LAWRENCE	MA	160608
T003A00217	A	LOWELL PUBLIC SCHOOLS	LOWELL	MA	162000
T003A00250	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	162000
T003A10023	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	157500
T003A10203	A	LOWELL PUBLIC SCHOOLS	LOWELL	MA	152673
T003A10215	A	LAWRENCE PUBLIC SCHOOLS	LAWRENCE	MA	157500
T003A10261	A	BROCKTON PUBLIC SCHOOLS	BROCKTON	MA	126175
T003A20104	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	150000
T003A20236	A	NEW BEDFORD PUBLIC SCHOOLS	NEW BEDFORD	MA	140000
T003A90026	A	SPRINGFIELD PUBLIC SCHOOLS	SPRINGFIELD	MA	138998
T003A90067	A	NEW BEDFORD PUBLIC SCHOOLS	NEW BEDFORD	MA	92685
T003A90093	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	120402
T003A90306	A	LOWELL PUBLIC SCHOOLS	LOWELL	MA	95040
T003C00014	C	HOLYOKE PUBLIC SCHOOLS	HOLYOKE	MA	135555
T003C00043	C	FRAMINGHAM PUBLIC SCHOOLS	FRAMINGHAM	MA	194309
T003C00047	C	CAMBRIDGE SCHOOL DEPARTMENT	CAMBRIDGE	MA	149658
T003C20030	C	BOSTON PUBLIC SCHOOLS	BOSTON	MA	181000
T003C20061	C	SALEM PUBLIC SCHOOLS	SALEM	MA	160000
T003D30054	D	CITY OF LYNN SCHOOL COMMITTE	LYNN	MA	175000
T003E00133	E	BOSTON PUBLIC SCHOOLS	BOSTON	MA	97200
T003E90213	E	K & F SCHOOL DISTRICT	FRAMINGHAM	MA	145836

FY93 Title VII TBE, DBE, and SAIP Projects:

Michigan

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00066	A	BATTLE CREEK PUBLIC SCHOOLS	BATTLE CREEK	MI	119747
T003A00067	A	FARMINGTON PUBLIC SCHOOLS	FARMINGTON	MI	200000
T003A10038	A	DEARBORN PUBLIC SCHOOLS	DEARBORN	MI	146668
T003A10189	A	BERRIEN SPRINGS PUBLIC SCHOOLS	BERRIEN SPRINGS	MI	117000
T003A20181	A	DEARBORN PUBLIC SCHOOLS	DEARBORN	MI	131159
T003A90241	A	PONTIAC CITY SCHOOL DISTRICT	POINTIAC	MI	162887
T003A90295	A	DETROIT PUBLIC SCHOOLS	DETROIT	MI	131098
T003B10007	B	SCH DISTRICT OF FLINT	FLINT	MI	180000
T003E00099	E	L'ANSE AREA SCHOOLS	L'ANSE	MI	96700
T003E20025	E	MACOMB INTERMEDIATE SCHOOL DIST.	MT. CLEMENS	MI	153300
T003E20055	E	WALLED LAKE CONSOLIDATED SCHOOLS	WALLED LAKE	MI	160000
T003E20083	E	WAYNE COUNTY REG ED SERV AGENCY	WAYNE	MI	160000
T003E20134	E	BERRIEN SPRINGS PUBLIC SCHOOLS	BERRIEN SPRINGS	MI	160000
T003E90126	E	HAMTRACK PUBLIC SCHOOLS	HAMTRAMCK	MI	124106
T003E90128	E	HAMTRAMCK SCHOOL DISTRICT	HAMTRAMCK	MI	64409
T003M20073	M	DEARBORN PUBLIC SCHOOLS	DEARBORN	MI	98105

FY93 Title VII TBE, DBE, and SAIP Projects:

Minnesota

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00188	A	MINNEAPOLIS PUBLIC SCHOOLS	MINNEAPOLIS	MN	145587
T003A90152	A	MINNEAPOLIS PUBLIC SCHOOLS	MINNEAPOLIS	MN	95562
T003A90187	A	MINNEAPOLIS PUBLIC SCHOOLS	MINNEAPOLIS	MN	123885
T003D30064	D	SAINT PAUL PUBLIC SCHOOL	ST PAUL	MN	200000

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FY93 Title VII TBE, DBE, and SAIP Projects:

Mississippi

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E00095	E	MISSISSIPPI BND OF CHOCTAW INDNS	PHILADELPHIA	MS	121500
T003E10098	E	OXFORD PUBLIC SCHOOLS	OXFORD	MS	124200
T003E90051	E	JACKSON PUBLIC SCHOOL DISTRICT	JACKSON	MS	65351

FY93 Title VII TBE, DBE, and SAIP Projects:

Missouri

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E90115	E	**COLUMBIA** SCHOOL DISTRICT	COLUMBIA	MO	53912

FY93 Title VII TBE, DBE, and SAIP Projects:

Montana

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00083	A	HAYS/LODGE POLE SCHOOLS - SD #50	HAYS	MT	92000
T003A00133	A	HARDIN SCHOOL DISTRICT 17H	HARDIN	MT	95526
T003A00142	A	HEART BUTTE SCHOOL DISTRICT #1	HEART BUTTE	MT	99949
T003A00245	A	BROWNING PUBLIC SCHOOLS	BROWNING	MT	117629
T003A10272	A	RONAN SCHOOL DISTRICT NO. 30	RONAN	MT	157480
T003A10330	A	BUSBY SCHOOL OF THE NORTHERN	HELENA	MT	93548
T003A20103	A	WYOLA SCHOOL DISTRICT #29	BIG HORN	MT	77500
T003A20135	A	JOINT SCHOOL DISTRICT #8	ARLEE	MT	70000
T003A20143	A	BOX ELDER SCHOOL DISTRIC 13-G	BOX ELDER	MT	115000
T003A20193	A	CONFED SALISH & KOOTENAI TRIBES	PABLO	MT	103500
T003A90219	A	ARLEE JOINT SCHOOL DISTRICT #8	ARLEE	MT	102163
T003D30059	D	BOX ELDER HIGH SCHOOL DIST 13-G	BOX ELDER	MT	91000
T003D30097	D	PRYOR PUBLIC SCHOOLS	PRYOR	MT	150000
T003D30269	D	POPLAR PUBLIC SCHOOLS	POPLAR	MT	174913
T003E00153	E	HAYS/LODGE POLE SCHOOLS	HAYS	MT	73840
T003E00158	E	ST. IGNATIUS DISTRICT # 28	ST. IGNATIUS	MT	88000
T003E00178	E	MISSOULA ELEMENTARY SCHOOL	MISSOULA	MT	102627
T003E10056	E	SCHOOL DISTRICT 87-J	BOX ELDER	MT	71149
T003E20077	E	ST. IGNATIUS SCHOOL DISTRICT #28	ST. IGNATIUS	MT	80000
T003E20122	E	MISSOULA SCHOOL DISTRICT #1	MISSOULA	MT	80000
T003E90028	E	ROCKY BOY TRIBAL HIGH SCHOOL	BOX ELDER	MT	90426
T003K30017	K	POPLAR PUBLIC SCHOOLS	POPLAR	MT	160000
T003K30049	K	MISSOULA COUNTY HIGH SCHOOL DIST	MISSOULA	MT	85000
T003K30178	K	BOX ELDER SCHOOL DISTRICT #87J	BOX ELDER	MT	80000

FY93 Title VII TBE, DBE, and SAIP Projects:

Nebraska

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20351	A	SCHOOL DISTRICT OF GRAND ISLAND	GRAND ISLAND	NE	163173
T003E20010	E	EDUCATIONAL SERVICES UNIT 10	KEARNEY	NE	156718
T003E90043	E	PAPILLION-LAVISTA PUBLIC SD #27	LAVISTA	NE	65420
T003K30089	K	SOUTH SIOUX CITY CMTY SCHOOLS	SOUTH SIOUX CITY	NE	159573
T003M20094	M	LINCOLN PUBLIC SCHOOLS	LINCOLN	NE	179981

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FY93 Title VII TBE, DBE, and SAIP Projects:

Nevada

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003K30209	K	CLARK COUNTY SCHOOL DISTRICT	LAS VEGAS	NV	146565

FY93 Title VII TBE, DBE, and SAIP Projects:

New Hampshire

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E10142	E	**NASHUA** SCHOOL DEPARTMENT	NASHUA	NH	146954

FY93 Title VII TBE, DBE, and SAIP Projects:

New Jersey

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90179	A	**UNION** CITY BOARD OF EDUCATION	UNION CITY	NJ	89976
T003E20054	E	**NEWARK** BOARD OF EDUCATION	NEWARK	NJ	174212

FY93 Title VII TBE, DBE, and SAIP Projects:

New Mexico

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00089	A	TOADLENA SCHOOL	TOADLENA	NM	121500
T003A00115	A	SOCORRO CONSOLIDATED SCHOOLS	SOCORRO	NM	123930
T003A00135	A	DEMING PUBLIC SCHOOLS	DEMING	NM	181566
T003A00149	A	DEXTER CONSOLIDATED SCHOOLS	DEXTER	NM	141418
T003A00177	A	ROSWELL INDEPENDENT SCHOOL DIST	ROSWELL	NM	91088
T003A00201	A	CENTRAL CONSOLIDATED SCH DIST 22	SHIPROCK	NM	120438
T003A10041	A	SILVER CONSOLIDATED SCHOOL DIST	SILVER CITY	NM	157356
T003A10050	A	PENASCO INDEPENDENT SCHOOL DIST	PENASCO	NM	157500
T003A10063	A	MESA VISTA CONSOLIDATED SCHOOLS	EL RITO	NM	157034
T003A10112	A	ALBUQUERQUE PUBLIC SCHOOLS	ALBUQUERQUE	NM	157500
T003A10180	A	WAGON MOUND PUBLIC SCHOOLS	WAGON MOUND	NM	130500
T003A10193	A	PUEBLO PINTADO COMMUNITY SCHOOL	CUBA	NM	157454
T003A10222	A	TO'HAJIILEE COMMUNITY SCHOOL	LAGUNA	NM	157500
T003A10257	A	LOS LUNAS SCHOOLS	LOS LUNAS	NM	145553
T003A10275	A	TAOS MUNICIPAL SCHOOLS	TAOS	NM	157500
T003A20028	A	QUESTA INDEPENDENT SCHOOLS	QUESTA	NM	175000
T003A20109	A	TAOS MUNICIPAL SCHOOLS	TAOS	NM	170000
T003A20129	A	ARTESIA PUBLIC SCHOOLS	ARTESIA	NM	170000
T003A20185	A	PECOS SCHOOL DISTRICT	PECOS	NM	169873
T003A20252	A	BELEN CONSOLIDATED SCHOOL DIST	BELEN	NM	170000
T003A20253	A	BOARD OF ED/SANTA FE PUBLIC SCHS	SANTA FE	NM	170000
T003A20331	A	ALBUQUERQUE PUBLIC SCHOOLS	ALBUQUERUE	NM	175000
T003A90094	A	TORREON DAY SCHOOL (N. J. O.)	CUBA	NM	152887
T003A90107	A	PENASCO INDEPENDENT SCH DIST #4	PENASCO	NM	141750
T003A90210	A	POJOAQUE VALLEY SCHOOL DISTRICT	SANTA FE	NM	123345
T003A90215	A	ESPANOLA PUBLIC SCHOOLS	ESPANOLA	NM	135483
T003A90236	A	ESPANOLA PUBLIC SCHOOLS	ESPANOLA	NM	91522
T003A90265	A	JEMEZ MOUNTAIN SCHOOLS	GALLINA	NM	119691
T003A90282	A	LAS VEGAS WEST PUBLIC SCHOOLS	LAS VEGAS	NM	195619
T003D30041	D	MESA VISTA CONSOLIDATED SCH DIST	EL RITO	NM	174963
T003D30056	D	COBRE CONSOLIDATED SCHOOL DIST	BAYARD	NM	174912
T003D30261	D	ARTESIA PUBLIC SCHOOLS	ARTESIA	NM	175000
T003D30319	D	JEMEZ MOUNTAIN SCHOOLS, #53	GALLINA	NM	136130
T003D30336	D	SANTA CLARA DAY SCHOOL	ESPONOLA	NM	139259
T003D30347	D	PENASCO INDEPENDENT SCH DIST #4	PENASCO	NM	175000

FY93 Title VII TBE, DBE, and SAIP Projects:

New Mexico (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E10105	E	TULAROSA MUNICIPAL SCHOOL DIST	TULAROSA	NM	114409
T003E20011	E	BOARD OF EDUCATION	ALBUQUERQUE	NM	180000
T003E20099	E	BERNALILLO PUBLIC SCHOOLS	BERNALILLO	NM	160000
T003E20121	E	RUIDOSO MUNICIPAL SCH	RUIDOSO	NM	140000
T003E20123	E	MAGDALENA MUNICIPAL SCHOOLS	MAGDALENA	NM	120000

FY93 Title VII TBE, DBE, and SAIP Projects:

New York

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00025	A	NEW YORK CITY BRD OF EDUCATION	NEW YORK	NY	137481
T003A00049	A	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	47208
T003A00050	A	NYC BOARD OF ED/COMMUNITY SD #18	BROOKLYN	NY	129600
T003A00112	A	NYC BOARD OF ED/CMTY S. D. #30Q	LONG ISLAND CITY	NY	139194
T003A00121	A	NYC BOARD OF ED/COMMUNITY SD 13	BROOKLYN	NY	113400
T003A00148	A	NYC BOARD OF ED/COMMUNITY S. D. 3	NEW YORK	NY	162000
T003A00155	A	NYC BOARD OF ED/COMMUNITY S D 75	NEW YORK CITY	NY	103256
T003A00174	A	NYC BD OF ED/HIGH SCH FUNDED PROG	BROOKLYN	NY	145746
T003A00184	A	NYC BD ED/THEODORE ROOSEVELT H.S.	BRONX	NY	141660
T003A00189	A	NYC BD OF ED/AUTOMOTIVE HIGH SCH	BROOKLYN	NY	153900
T003A00205	A	NYC BD ED/BRONX SPEC ED REG'L OFC	BRONX	NY	90000
T003A00207	A	COMMUNITY SCHOOL DISTRICT 24Q	GLENDALE	NY	173015
T003A00208	A	NYC BD OF ED/AUXILIARY SVCS H.S.	BRONX	NY	144000
T003A00209	A	NEW YORK CITY BD OF EDUCATION	BROOKLYN	NY	141750
T003A00221	A	NYC BD OF EDUC/DIV OF HIGH SCHS	BROOKLYN	NY	153900
T003A10012	A	NEW YORK CITY BOARD OF EDUCATION	BRONX	NY	146761
T003A10014	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	157368
T003A10020	A	COMMUNITY SCHOOL DISTRICT #19	BROOKLYN	NY	156945
T003A10021	A	NYC BOARD OF ED/COMMUNITY SD #10	BRONX	NY	157232
T003A10056	A	COMMUNITY SCHOOL DISTRICT 28	FOREST HILLS	NY	157500
T003A10086	A	LONG BEACH CITY SCHOOL DISTRICT	LONG BEACH	NY	134748
T003A10087	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	134944
T003A10097	A	CITY SCHOOL DISTRICT/ROCHESTER	ROCHESTER	NY	142481
T003A10099	A	NYC BD OF EDUCATION/CMTY SD #27	OZONE PARK	NY	157500
T003A10116	A	NEW YORK BOARD OF EDUCATION	BROOKLYN	NY	156723
T003A10130	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	156754
T003A10148	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	157289
T003A10153	A	COMMUNITY SCHOOL DISTRICT 26	BAYSIDE	NY	85950
T003A10197	A	COMMUNITY SCHOOL DISTRICT TWO	NEW YORK	NY	157500
T003A10201	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	111561
T003A10217	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	157496
T003A10250	A	COMMUNITY SCHOOL DISTRICT 14	BROOKLYN	NY	157500
T003A20002	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	173452
T003A20037	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	170000
T003A20052	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	159975
T003A20081	A	NEW YORK CITY BARD OF EDUCATION	BROOKLYN	NY	164586
T003A20094	A	NYC PUBLIC SCHOOLS COMTE SCH DIST	BROOKLYN	NY	174681

FY93 Title VII TBE, DBE, and SAIP Projects:

New York (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20108	A	NYC PUB SCHOOLS/CMTY S.D. #5	NEW YORK	NY	180000
T003A20114	A	COMMUNITY SCHOOL DISTRICT 22	BROOKLYN	NY	170000
T003A20130	A	YONKERS CITY SCHOOL DISTRICT	YONKERS	NY	175000
T003A20173	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	159782
T003A20182	A	COMMUNITY SCHOOL DISTRICT 29	ROSEDALE	NY	169691
T003A20184	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	170000
T003A20290	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	170000
T003A20330	A	NYC PUBLIC SCHOOLS - CMTY SD #1	NEW YORK	NY	170000
T003A20350	A	NYC PUB SCHOOLS/CMTY S. D. #6	NEW YORK	NY	174703
T003A20366	A	NYC PUB SCHOOLS/CMTY S. D. 24Q	GLENDALE	NY	170000
T003A90008	A	NYC BOARD OF ED./CMTY. S. D. #1	NEW YORK	NY	113527
T003A90019	A	NYC BOARD OF ED./CMTY S. D. #1	NEW YORK	NY	199211
T003A90063	A	NYC BD OF EDUCATION/S BRONX H.S.	BRONX	NY	169939
T003A90092	A	NYC BOARD OF EDUCATION	BROOKLYN	NY	236917
T003A90111	A	NYC BOARD OF ED/SOUTH SHORE HS	BROOKLYN	NY	232812
T003A90115	A	NYC COMMUNITY SCHOOL DIST #26	BAYSIDE	NY	82364
T003A90123	A	NYC BOARD OF ED./BROOKLYN PUB HS	BROOKLYN	NY	187579
T003A90129	A	NYC BOARD OF ED/LONG ISLAND H. S.	CORONA	NY	192880
T003A90135	A	NYC BOARD OF ED./CMTY. S. D. #27	OZONE PARK	NY	180868
T003A90139	A	NYC BOARD OF ED/ERASMUS HALL HS	BROOKLYN	NY	130753
T003A90166	A	FLUSHING COMMUNITY SCHOOL DIST 25	FLUSHING	NY	133722
T003A90171	A	NYC BOARD OF ED./CMTY S. D. #5	NEW YORK	NY	106920
T003A90174	A	NYC BOARD OF ED./STEVENSON H. S.	NEW YORK	NY	136130
T003A90181	A	NYC BOARD OF ED./CMTY S. D. #11	NEW YORK	NY	223109
T003A90193	A	NEW YORK CITY BD OF ED/BROOKLYN	BROOKLYN	NY	134747
T003A90275	A	NYC COMMUNITY SCHOOL DISTRICT #7	BRONX	NY	138540
T003A90297	A	NYC BOARD OF ED/CMTY S. D. 15	BROOKLYN	NY	85771
T003A90330	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	169884
T003C00032	C	COMMUNITY SCHOOL DISTRCT #2	NEW YORK	NY	149254
T003C00091	C	NYC BOARD OF EDUCATION/CMTY SD #3	NEW YORK	NY	178924
T003C00107	C	COMMUNITY SCHOOL DISTRICT #6 .	NEW YORK	NY	172233
T003C10006	C	MT. VERNON PUBLIC SCHOOLS	MT. VERNON	NY	162843
T003C10018	C	NEW YORK CITY PUBLIC SCHOOLS	NEW YORK	NY	157305
T003C10026	C	COMMUNITY SCHOOL DIST #10/BRONX	BRONX	NY	140250
T003C20006	C	ROCHESTER CITY SCHOOL DIST	ROCHESTER	NY	149993

FY93 Title VII TBE, DBE, and SAIP Projects:

New York (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003C20032	C	NYC PUBLIC SCHOOLS	BROOKLYN	NY	150000
T003C20054	C	NEWBURGH ENLARGED CITY SCHL DIST	NEWBURGH ORANGE	NY	157610
T003C20080	C	BEACON CITY SCHOOL DISTRICT	BEACON	NY	173981
T003D30019	D	NEW YORK CITY PUBLIC SCHOOLS #4	BROOKLYN	NY	150000
T003D30084	D	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	175000
T003D30101	D	PROJECT VIDA	NEW YORK	NY	195000
T003D30106	D	NEW YORK CITY PUBLIC SCH DIST #6	NEW YORK	NY	171988
T003D30126	D	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	175000
T003D30130	D	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	200000
T003D30134	D	COMMUNITY SCHOOL DISTRICT TEN	BRONX	NY	175000
T003D30138	D	NEW YORK CITY PUBLIC SCHOOL	BROOKLYN	NY	175000
T003D30139	D	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	200000
T003D30142	D	COMMUNITY SCHOOL DISTRICT 15	BROOKLYN	NY	175000
T003D30154	D	COMMUNITY SCHOOL DISTRICT #28	FOREST HILLS	NY	175000
T003D30162	D	COMMUNITY SCHOOL DISTRICT #4	NEW YORK	NY	175000
T003D30242	D	PROJECT CUATRO CASAS	BROOKLYN	NY	175000
T003D30248	D	NEW YORK CITY PUBLIC SCHOOLS	NEW YORK	NY	205000
T003D30296	D	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	175000
T003D30305	D	NEW YORK CITY PUBLIC SCHOOL	BROOKLYN	NY	175000
T003D30325	D	LONG BEACH CITY SCHOOL DISTRICT	LONG BEACH	NY	150000
T003E00065	E	COMMUNITY SCHOOL DISTRICT 22	BROOKLYN	NY	126360
T003E00074	E	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	122877
T003E00100	E	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	143100
T003E00116	E	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	102627
T003E00130	E	NEW YORK CITY BOARD/EDUC CSD #25	QUEENS	NY	121500
T003E00161	E	ELMONT UNION FREE SCHOOL DISTRICT	ELMONT	NY	86627
T003E00162	E	COMMUNITY SCHOOL DISTRICT #2	NEW YORK	NY	143127
T003E10041	E	NEW YORK CITY BD OF EDUCATION	BROOKLYN	NY	147210
T003E10081	E	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	161590
T003E20008	E	N.Y.C. COMMUNITY SCH DIST 30Q	LONG ISLAND CITY	NY	180000
T003E20073	E	NEW YORK CITY BOARD OF EDUCATION	NEW YORK	NY	180000
T003E20094	E	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	150000
T003E20098	E	NEW YORK CITY PUBLIC SCHOOL	LONG ISLAND CITY	NY	180000

FY93 Title VII TBE, DBE, and SAIP Projects:

New York (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E20119	E	BUFFALO CITY SCH DIST	BUFFALO	NY	159994
T003E20135	E	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	140000
T003E20152	E	YONKERS CITY SCHOOL DISTRICT	YONKERS	NY	197800
T003E90069	E	NYC COMMUNITY SCHOOL DIST. #26Q	BAYSIDE	NY	73102
T003E90086	E	NEW YORK CITY/CMTY S.D. #18	BROOKLYN	NY	72900
T003E90153	E	NEW YORK CITY BOARD OF ED.	BROOKLYN	NY	60435
T003K30121	K	ITHACA CITY SCHOOL DISTRICT	ITHACA	NY	140000
T003K30149	K	NYC PUBLIC SCHOOLS (PROJECT LEP)	BROOKLYN	NY	126259
T003M10018	M	NEW YORK CITY PUBLIC SCHOOLS/[illegible]VI	BROOKLYN	NY	157500
T003M10027	M	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	157500
T003M10054	M	NEW YORK CITY CMTY SCHOOL DIST 30	LONG ISLAND CITY	NY	137726
T003M20009	M	NYC BOARD OF EDUCATION	BROOKLYN	NY	179999
T003M20012	M	NYC PUBLIC SCHOOLS (12)	BROOKLYN	NY	150000
T003M20013	M	NEW YORK CITY PUBLIC SCHOOLS (13)	BROOKLYN	NY	175000
T003M20014	M	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	125000
T003M20019	M	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	175000
T003M20024	M	NEW YORK CITY PUBLIC SCHOOLS (24)	NEW YORK	NY	144945
T003M20033	M	NEW YORK CITY PUBLIC SCHOOL (33)	BROOKLYN	NY	160000
T003M20044	M	NEW YORK CITY PUBLIC SCHOOLS	NEW YORK	NY	80000
T003M20059	M	NEW YORK CITY PUBLIC SCHOOL (59)	BROOKLYN	NY	175000
T003M20063	M	COMMUNITY SCHOOL DISTRICT 2	NEW YORK	NY	168243
T003M20065	M	NEW YORK CITY PUBLIC SCHOOLS (65)	BROOKLYN	NY	275000
T003M20087	M	NEW YORK PUBLIC SCHOOLS	BRONX	NY	170000
T003N10009	N	NEW YORK CITY BD OF EDUC/CSD 26Q	BAYSIDE	NY	135000
T003N20002	N	NEW YORK CITY PUBLIC SCHLS (1)	BROOKLYN	NY	100000
T003N20004	N	NEW YORK CITY PUBLIC SCHOOLS (3)	BROOKLYN	NY	125000
T003N20007	N	NEW YORK CITY PUBLIC SCHOOLS (7)	BROOKLYN	NY	175000
T003N20061	N	NEW YORK CITY PUBLIC SCHOOLS #12	BRONX	NY	175000

FY93 Title VII TBE, DBE, and SAIP Projects:

North Dakota

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00241	A	SOLEN PUBLIC SCHOOL	SOLEN	ND	92704
T003A10004	A	NEW TOWN PUBLIC SCHOOL DISTRICT 1	NEW TOWN	ND	144000
T003A10084	A	TWIN BUTTES SCHOOL DISTRICT #37	HALLIDAY	ND	112500
T003A10342	A	FORT YATES SCHOOL DISTRICT #4	FORT YATES	ND	126000
T003A20024	A	MANDAREE PUBLIC SCHOOL	MANDAREE	ND	139361
T003A20029	A	SOLEN PUBLIC SCHOOL	SOLEN	ND	170000
T003A20213	A	THEODORE JAMERSON ELEMENTARY SCH	BISMARCK	ND	110000
T003A90271	A	WHITE SHIELD SCHOOL	ROSEGLEN	ND	113886
T003A90274	A	BISMARCK PUBLIC SCHOOLS	BISMARCK	ND	171720
T003D30053	D	FORT YATES SCHOOL DISTRICT #4	FORT YATES	ND	150000
T003E20003	E	FARGO PUBLIC SCHOOL DISTRICT	FARGO	ND	150000

FY93 Title VII TBE, DBE, and SAIP Projects:

Ohio

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00079	A	WORTHINGTON CITY SCHOOLS	WORTHINGTON	OH	113400
T003A90198	A	LORAIN CITY SCHOOL DISTRICT	LORAIN	OH	109116
T003E10106	E	CINCINNATI PUBLIC SCHOOLS	CINCINNATI	OH	101878
T003E20059	E	PARMA CITY SCHOOL DISTRICT	PARMA	OH	80000

FY93 Title VII TBE, DBE, and SAIP Projects:

Oklahoma

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00059	A	GREASY SCHOOL	STILWELL	OK	97496
T003A00061	A	HOLLIS PUBLIC SCHOOLS	HOLLIS	OK	98007
T003A00158	A	OKLAHOMA CITY PUBLIC SCHOOLS	OKLAHOMA CITY	OK	141750
T003A00262	A	DAHLONEGAH PUBLIC SCHOOL	STILWELL	OK	96096
T003A10008	A	NORWOOD SCHOOL	HULBERT	OK	153267
T003A10103	A	WELEETKA PUBLIC SCHOOLS I-31	WELEETKA	OK	153290
T003A10133	A	DUSTIN INDEPENDENT SCHOOL DIST	DUSTIN	OK	117276
T003A10150	A	RYAL DEPENDENT SCHOOL DISTRICT #3	HENRYETTA	OK	107013
T003A10220	A	CAVE SPRINGS SCHOOL	STILWELL	OK	128497
T003A10251	A	FRONTIER PUBLIC SCHOOLS I-004	RED ROCK	OK	116276
T003A10252	A	GUM SPRINGS DEPENDENT SCHOOL	GORE	OK	125000
T003A10307	A	KENWOOD DEPENDENT SCHOOL	SALINA	OK	135000
T003A10349	A	WYNONA PUBLIC SCHOOL	WYNONA	OK	129600
T003A20022	A	SHADY GROVE SCHOOL DIST #26	HULBERT	OK	140000
T003A20046	A	WELEETKA PUBLIC SCH DIST NO I-31	WELEETKA	OK	137754
T003A20049	A	CLINTON PUBLIC SCHOOLS	CLINTON	OK	139000
T003A20050	A	BRIGGS C044	TAHLEQUAH	OK	126136
T003A20221	A	TENKILLER PUBLIC SCHOOL DIST 66	WELLING	OK	150000
T003A20242	A	KENWOOD DEPENDENT SCHOOL	SALINA	OK	60000
T003A20260	A	WOODALL PUBLIC SCHOOL DISTRICT 21	TAHLEQUAH	OK	160000
T003A20294	A	ROCKY MOUNTAIN SCHOOL	STILWELL	OK	160000
T003A20299	A	CENTRAL INDEPENDENT SCHOOL	SALLISAW	OK	91159
T003A20361	A	KEYS ELEMENTARY SCHOOL DISTRICT	PARK HILL	OK	125000
T003A90021	A	MASON PUBLIC SCHOOLS	MASON	OK	94692
T003A90033	A	SPAVINAW HILLS CONSORTIUM	SPAVINAW	OK	123000
T003A90066	A	STILWELL PUBILC SCHOOLS I-25	STILWELL	OK	119710
T003A90185	A	CAVE SPRINGS HIGH SCHOOL	STILWELL	OK	131512
T003A90208	A	SKELLY PUBLIC SCHOOL	WATTS	OK	97280
T003A90263	A	LITTLE AXE SCHOOL	NORMAN	OK	91827
T003D30002	D	TENKILLER PUBLIC SCHOOL D-66	WHELLING	OK	109689
T003D30050	D	STILWELL PUBLIC SCHOOL I-25	STILWELL	OK	120000
T003D30086	D	GORE PUBLIC SCHOOL	GORE	OK	129696
T003D30170	D	WILSON INDEPENDENT SCH DIST	HENRYETTA	OK	150000
T003D30182	D	JUSTICE PUBLIC SCHOOL	WEWOKA	OK	129961
T003D30183	D	LITTLE AXE PUBLIC SCHOOLS	NORMAN	OK	90000
T003D30250	D	GUM SPRINGS PUBLIC SCHOOL	GORE	OR	80000

FY93 Title VII TBE, DBE, and SAIP Projects:

Oklahoma (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003D30279	D	**MARYETTA** ELEMENTARY SCHOOL	STILWELL	OK	129658
T003D30290	D	**KANSAS** PUBLIC SCHOOLS DIST I-3	KANSAS	OK	164795
T003D30307	D	**BELFONTE** DEPENDENT SCH DIST.#50	MULDROW	OK	125000
T003D30314	D	**BRUSHY** SCHOOL DISTRICT D-36	SALLISAW	OK	150000
T003D30316	D	**YALE ELEMENTARY**	YALE	OK	140000
T003D30361	D	**GRAND VIEW** CO34	TAHLEQUAH	OK	150000
T003D30362	D	LEACH SCHOOL DISTRICT 14	TWIN OAKS	OK	100000
T003E00026	E	TAHLEQUAH PUBLIC SCHOOLS	TAHLEQUAH	OK	97200
T003E00054	E	PEGGS SCHOOL DISTRICT #31	PEGGS	OK	90000
T003E10024	E	DUSTIN INDEPENDENT SCHOOL DIST	DUSTIN	OK	94969
T003E10079	E	NORTH ROCK CREEK SCHOOL	SHAWNEE	OK	77350
T003E10108	E	MARYETTA ELEMENTARY SCHOOL	STILWELL	OK	144001
T003E20015	E	PLEASANT GROVE SCHOOL	SHAWNEE	OK	102800
T003E20031	E	SPAVINAW SPECIAL ALTERNATIVE PRGM	SPAVINAW	OK	120000
T003E20047	E	WESTVILLE SCHOOL(I011)	WESTVILLE	OK	139822
T003E20076	E	CENTRAL SCHOOL(I007)	SALLISAW	OK	86683
T003E20093	E	FRONTIER PUBLIC SCHOOL I-4	RED ROCK	OK	85000
T003E20130	E	CHRISTIE SCHOOL DISTRICT	WESTVILLE	OK	80000
T003E20151	E	WATONGA PUBLIC SCHOOLS	WATONGA	OK	70000
T003E20154	E	WELCH PUBLIC SCHOOLS	WELCH	OK	74555
T003E20155	E	NORMAN PUBLIC SCHOOL	NORMAN	OK	128310
T003E20163	E	OSAGE COUNTY EDUCATIONAL COOP	AVANT	OK	110000
T003E20174	E	VIAN INDEPENDENT SCHOOL DIST I-2	VIAN	OK	100069
T003E90003	E	HULBERT SCHOOL I-16	HULBERT	OK	98886
T003E90091	E	SHAWNEE PUBLIC SCHOOLS, I-93	SHAWNEEE	OK	94900
T003E90143	E	MCCURTAIN COUNTY BILINGUAL CO-OP	IDABEL	OK	69162
T003E90148	E	COLCORD PUBLIC SCHOOLS	COLCORD	OK	98558
T003E90157	E	MARBLE CITY DEPENDENT SCHOOL DIST	MARBLE CITY	OK	97920
T003E90159	E	LITTLE AXE PUBLIC SCHOOL	NORMAN	OK	65202
T003E90234	E	BARNSDALL SCHOOL DISTRICT	BARNSDALL	OK	89572
T003N10046	N	HARTSHORNE PUBLIC SCHOOLS	HARTSHORNE	OK	142200

FY93 Title VII TBE, DBE, and SAIP Projects:

Oregon

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10003	A	**YAMHILL** EDUCATION SERVICE DIST	MCMINNVILLE	OR	157211
T003A10290	A	**ONTARIO** SCHOOL DISTRICT 8C	ONTARIO	OR	157158
T003A20352	A	**EUGENE** SCHOOL DISTRICT	EUGENE	OR	70000
T003C00051	C	SALEM-KEIZER SCHOOL DISTIRCT #24J	SALEM	OR	141651
T003D30197	D	HERMISTON DISTRICT #8-R	HERMISTON	OR	142806
T003D30380	D	WASHINGTON COUNTY DISTRICT 15	FOREST GROVE	OR	171115
T003E00035	E	SALEM-KEIZER SCHOOL DISTRICT 24J	SALEM	OR	96030
T003E00108	E	UMATILLA EDUCATION SERVICE DIST	PENDLETON	OR	95999
T003E00117	E	UMATILLA EDUCATION SERVICE	PENDLETON	OR	81000
T003E20081	E	KLAMATH ADULT LEARNING CENTER	KLAMATH FALLS	OR	50000
T003E20090	E	KLAMATH COUNTY SCHOOL DISTRICT	KLAMATH FALLS	OR	130000
T003E20149	E	WOODBURN SCHOOL DISTRICT	WOODBURN	OR	160000
T003E20164	E	MORROW COUNTY SCHOOL DISTRICT	LEXINGTON	OR	106665
T003E90017	E	UMATILLA EDUCATION SERVICE DIST.	PENDELTON	OR	120634
T003E90102	E	MARION ED SERVICE DISTRICT	SALEM	OR	89559
T003E90122	E	KLAMATH UNION HIGH SCHOOL DIST #2	KLAMATH FALLS	OR	75378
T003E90131	E	JACKSON ED. SERVICE DISTRICT	MEDFORD	OR	92954
T003K30021	K	MILTON-FREEWATER DISTRICT #31	MILTON-FREEWATER	OR	140000
T003K30075	K	GERVAIS ELEMENTARY SCH DIST #76	GERVAIS	OR	80000
T003K30197	K	PORTLAND SCHOOL DISTRICT #1	PORTLAND	OR	150000

FY93 Title VII TBE, DBE, and SAIP Projects:

Pennsylvania

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003B10004	B	SCHOOL DIST OF PHILADELPHIA	PHILADELPHIA	PA	166836
T003E00052	E	SCHOOL DISTRICT OF PHILADELPHIA	PHILIDELPHIA	PA	113400
T003E20037	E	SCHOOL DISTRICT OF PITTSBURGH	PITTSBURGH	PA	43761

FY93 Title VII TBE, DBE, and SAIP Projects:

Rhode Island

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E10037	E	BRISTOL/WARREN REGIONAL SCH DIST	BRISTOL	RI	153000
T003E10074	E	WEST WARWICK SCHOOL DEPARTMENT	WEST WARWICK	RI	84556
T003N10051	N	PAWTUCKET SCHOOL DEPARTMENT	PAWTUCKET	RI	122270

FY93 Title VII TBE, DBE, and SAIP Projects:

South Carolina

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90136	A	**RICHLAND** COUNTY SCHOOL DIST #1	COLUMBIA	SC	40440

FY93 Title VII TBE, DBE, and SAIP Projects:

South Dakota

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00222	A	WOUNDED KNEE DISTRICT SCHOOL	MANDERSON	SD	110608
T003A00255	A	PIERRE INDIAN LEARNING CENTER	PIERRE	SD	96187
T003A10107	A	TODD COUNTY SCHOOL DISTRICT 66-1	MISSION	SD	145800
T003A10305	A	LITTLE WOUND SCHOOL BOARD	KYLE	SD	157500
T003A10327	A	LONEMAN SCHOOL CORPORATION	OGLALA	SD	153000
T003A20248	A	SHANNON COUNTY SCHOOL DIST 65-1	BATESLAND	SD	170000
T003A20325	A	TODD CTY SCHOOL DISTRICT #66-1	MISSION	SD	170000
T003A20365	A	WOUNDED KNEE DISTRICT SCH BD	MANDERSON	SD	75000
T003D30051	D	EAGLE BUTTE PUBLIC SCHOOLS	EAGLE BUTTE	SD	147000
T003D30169	D	SHANNON CTY SCHOOL DISTRICT #65-1	BATESLAND	SD	175000
T003D30174	D	TODD COUNTY SCHOOL DISTRICT 66-1	MISSION	SD	175000
T003E20180	E	CRAZY HORSE SCHOOL	WANBLEE	SD	99190

FY93 Title VII TBE, DBE, and SAIP Projects:

Texas

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00038	A	LA FERIA INDEPENDENT SCHOOL DIST.	LA FERIA	TX	86808
T003A00063	A	LASARA INDEPENDENT SCHOOL DIST	LASARA	TX	61215
T003A00093	A	SHARYLAND I.S.D	MISSION	TX	121313
T003A00099	A	SAN DIEGO INDEPENDENT SCH DIST	SAN DIEGO	TX	100161
T003A00129	A	HARLINGEN CONSOLIDATED I.S.D.	HARLINGEN	TX	67489
T003A00137	A	GRAND PRAIRIE INPNDNT SCHOOL DIST	GRAND PRAIRIE	TX	133650
T003A00164	A	WAXAHACHIE INDEPENDENT SCH DIST	WAXAHACHIE	TX	121500
T003A00237	A	COTULLA INDEPENDENT SCHOOL DIST	COTULLA	TX	105300
T003A10054	A	SOCORRO INDEPENDENT SCHOOL DIST	EL PASO	TX	157500
T003A10151	A	HARLANDALE INDEPENDENT SCH DIST	SAN ANTONIO	TX	152249
T003A10247	A	HIDALGO INDEPENDENT SCHOOL DIST	HIDALGO	TX	157500
T003A10254	A	SPRNG BRANCH INDEPENDENT S. D.	HOUSTON	TX	180000
T003A10333	A	GALVESTON INDEPENDENT SCH DIST	GALVESTON	TX	136560
T003A20026	A	LYFORD CONS INDEPENDENT SCH DIST	LYFORD	TX	123409
T003A20039	A	PROGRESO IND SCHOOL DISTRICT	PROGRESO	TX	170000
T003A20095	A	EDCOUCH-ELSA I.S.D.	EDCOUCH	TX	150000
T003A20110	A	SPRING BRANCH INDEPENDENT SCH D.	HOUSTON	TX	170000
T003A20121	A	EDGEWOOD INDEPENDENT SCHOOL DIST	SAN ANTONIO	TX	169988
T003A20265	A	REGION ONE EDUCATION SERV CENTER	EDINBURG	TX	148417
T003A90057	A	REGION ONE EDUCATION SERVICE CTR.	EDINBURG	TX	136330
T003A90128	A	ECTOR COUNTY ISD/SPEC POPULATIONS	ODESSA	TX	174763
T003A90143	A	HARLANDALE INDEP SCHOOL DISTRICT	SAN ANTONIO	TX	98630
T003A90158	A	LYFORD CISD/LEA	LYFORD	TX	77471
T003A90159	A	SAN FELIPE DEL RIO C. I. S. D.	DEL RIO	TX	112214
T003A90164	A	UNITED INDEPENDENT SCHOOL DIST.	LAREDO	TX	130656
T003C20011	C	LUFKIN INDEP SCHL DIST	LUFKIIN	TX	145000
T003C20018	C	EL PASO INDEP SCHL DIST	EL PASO	TX	180000
T003C20078	C	PEARSALL INDEP SCHL DIST	PEARSALL	TX	165000
T003D30065	D	ALDINE I. S. D.	HOUSTON	TX	160000
T003D30074	D	HOUSTON INDEPENDENT SCH DIST	HOUSTON	TX	175000
T003D30090	D	REGION ONE EDUCATION SERVICES CTR	EDINBURG	TX	174141
T003D30096	D	LUFKIN INDEPENDENT SCHOOL DIST	LUFKIN	TX	175000
T003D30107	D	BRYAN INDEPENDENT SCH DIST/ELEM	BRYAN	TX	175000

FY93 Title VII TBE, DBE, and SAIP Projects:

Texas (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003D30217	D	CANUTILLO INDEPENDENT SCHOOL DIST	CANUTILLO	TX	175000
T003D30229	D	SAN ANTONIO INDEPENDENT SCH DIST	SAN ANTONIO	TX	167886
T003D30315	D	WEST TEXAS STATE SCHOOL	PYOTE	TX	174734
T003D30318	D	KINGSVILLE I.S.D.	KINGSVILLE	TX	150000
T003D30378	D	BENAVIDES INDEP SCH DIST/HIGH SCH	BENAVIDES	TX	127697
T003E00126	E	SAN ANTONIO INDEPENDENT SCHOOL	SAN ANTONIO	TX	146658
T003E00154	E	AUSTIN INDEPENDENT SCH DISTRICT	AUSTIN	TX	112770
T003E00169	E	REGION ONE EDUCATION SERVICE	EDINBURG	TX	100527
T003E10020	E	SAN FELIPE DEL RIO CONSOLIDATED	DEL RIO	TX	150726
T003E20007	E	KINGSVILLE I.S.D.	KINGSVILLE	TX	110000
T003E90053	E	HARLANDALE INDEP SCHOOL DISTRICT	SAN ANTONIO	TX	107728
T003E90057	E	CANUTILLO INDEP SCHOOL DIST./LEA	CANUTILLO	TX	91907
T003E90111	E	SOUTH SAN ANTONIO, I. S. D.	SAN ANTONIO	TX	88240
T003E90160	E	HARLANDALE INDEP SCHOOL DISTRICT	SAN ANTONIO	TX	82920
T003E90169	E	TERLINGUA COMMON SCHOOL DISTRICT	TERLINGUA	TX	72846
T003E90205	E	SOCORRO INDEPENDENT SCHOOL DIST.	EL PASO	TX	141574
T003K30199	K	ARLINGTON INDEPENDENT SCH DIST.	ARLINGTON	TX	158943
T003M20027	M	HARLANDALE INDEP SCHOOL DIST	SAN ANTONIO	TX	140801
T003M20091	M	SPRING BRANCH INDEP SCHL DIST	HOUSTON	TX	105000
T003N10018	N	ALIEF INDEPENDENT SCHOOL DISTRICT	ALIEF	TX	142163
T003N20022	N	PASADENA INDEPENDENT SCHOOL DIST	PASADDENA	TX	175000
T003N20044	N	PRESIDIO ISD	PRESIDIO	TX	148500

FY93 Title VII TBE, DBE, and SAIP Projects:

Utah

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20227	A	**ANETH** COMMUNITY SCHOOL	MONTEZUMA ACREEK	UT	146323
T003A90146	A	**GRANITE** SCHOOL DISTRICT	SALT LAKE CITY	UT	70814
T003D30259	D	OGDEN CITY SCHOOL DISTRICT	OGDEN	UT	170000
T003E90073	E	GRANITE SCHOOL DISTRICT	SALT LAKE CITY	UT	103476
T003E90095	E	SALT LAKE CITY SCHOOL DISTRICT	SALT LAKE CITY	UT	95163
T003F10004	F	SALT LAKE CITY SCHOOL DISTRICT	SALT LAKE CITY	UT	152983

FY93 Title VII TBE, DBE, and SAIP Projects:

Virginia

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003C10001	C	ARLINGTON PUBLIC SCHOOLS	ARLINGTON	VA	132248
T003E10002	E	ARLINGTON PUBLIC SCHOOLS	ARLINGTON	VA	59663
T003N10015	N	FAIRFAX COUNTY PUBLIC SCHOOLS	ANNANDALE	VA	142200

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FY93 Title VII TBE, DBE, and SAIP Projects:

Washington

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00020	A	**SEATTLE** PUBLIC SCHOOLS	SEATTLE	WA	106916
T003A00254	A	**YAKIMA** SCHOOL DISTRICT #7	YAKIMA	WA	119273
T003A20010	A	**ORONDO** SCHOOL DISTRICT #13	ORONDO	WA	150000
T003A20038	A	**GRANGER** SCHOOL DISTRICT #204	GR	WA	105000
T003A20195	A	**LYNDEN** SCHOOL DISTRICT 504	LYNDEN	WA	100000
T003A20259	A	PASCO SCHOOL DISTRICT 1	PASCO	WA	169999
T003A20341	A	TOPPENISH SCHOOL DISTRICT NO 202	TOPPENISH	WA	94000
T003A90109	A	**MABTON** SCHOOL DISTRICT #120	MABTON	WA	72239
T003A90142	A	TOPPENISH SCHOOL DISTRICT #202	TOPPENISH	WA	188078
T003A90189	A	KENNEWICK SCHOOL DISTRICT #17	KENNEWICK	WA	101274
T003D30030	D	WAHLUKE SCHOOL DISTRICT NO 73	MATTAWA	WA	162391
T003D30076	D	KENNEWICK SCHOOL DISTRICT	KENNEWICK	WA	165524
T003D30323	D	WALLA WALLA PUBLIC SCHOOLS #140	WALLA WALLA	WA	175000
T003E20016	E	THE BETHEL SCHOOL DISTRICT	SPANAWAY	WA	80000
T003E20086	E	FEDERAL WAY SCHOOL DISTRICT	FEDERAL WAY	WA	170000
T003E90035	E	VANCOUVER SCHOOL DISTRICT	VANCOUVER	WA	98716
T003N20058	N	TACOMA SCHOOL DIST NO 10	TACOMA	WA	160000

FY93 Title VII TBE, DBE, and SAIP Projects:

Wyoming

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20091	A	WYOMING INDIAN SCHOOLS	ETHETE	WY	159819
T003E00043	E	WYOMING INDIAN SCHOOLS	ETHETE	WY	80000
T003E90129	E	ST. STEPHENS'S INDIAN SCHOOL	ST. STEPHEN'S	WY	51435
T003E90210	E	SHOSHONE & ARAPAHOE TRIBES	FT. WASHAKIE	WY	180373

FY93 Title VII TBE, DBE, and SAIP Projects:

Puerto Rico

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90085	A	PUERTO RICO DEPT OF EDUCATION	HATO REY	PR	143401

FY93 Title VII TBE, DBE, and SAIP Projects:

Trust Territories

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90027	A	REPUBLIC OF PALAU/MINISTRY OF ED.	KOROR	TT	140945
T003D30082	D	REPUBLIC OF PALAU	KOROR	TT	252000
T003E90167	E	REPUBLIC OF PALAU/BUREAU OF ED.	KOROR	TT	86748

SIAC
Special Issues Analysis Center

Number of Projects and Funding Amount by State and Program Type: FY93 Title VII Part A and Part C Programs

Short Turnaround Report, No. 39

Prepared by:

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(703) 276-0677
(Contract # T292001001)

Submitted:

August 15, 1994

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Number of Projects and Funding Amount by State and Program Type: FY93 Title VII Part A and Part C Programs

The following report is based on a request from OBEMLA for information on number of projects and funding amount by state and program type for Title VII FY93 Part A and Part C programs. Table 1 presents the number of projects and funding amount by state and program type for Title VII Part A projects, and Table 2 presents the same data for Title VII Part C projects.

The following is a list of CFDA codes with respective program titles to be used in distinguishing programs.

CFDA	Program Title
93003A	Transitional Bilingual Education Program
93003B	Developmental Bilingual Education Program (Magnet Schools Priority)
93003C	Developmental Bilingual Education Program
93003D	Transitional Bilingual Education Program (Math/Science Priority)
93003E	Special Alternative Instructional Program
93003F	Special Alternative Instructional Program (Magnet Schools Priority)
93003G	Academic Excellence Program
93003J	Family English Literacy Program
93003K	Special Alternative Instructional Program (Math/Science Priority)
93003L	Special Populations Program
93003M	Transitional Bilingual Education Program (Recent Arrivals Priority)
93003N	Special Alternative Instructional Program (Recent Arrivals Priority)
93003P	Educational Personnel Training Program (Math/Science Priority)
93003R	Educational Personnel Training Program
93003S	Training, Development, and Improvement Program
93003T	Bilingual Education Fellowship Program
93003V	Short-Term Training Program

Notes: Table 1

Table 1 presents the number of projects and funding amount by state and program for FY93 Title VII Part A projects. Overall, there were a total of 1,065 funded Part A projects in FY93. These projects received approximately $149 million in obligated funding. Of all states, California had the largest number of projects (N=371) and received the greatest amount of funding ($53.8 million). New York had the second largest number of projects and obligated funding (148 projects, $22.9 million), followed by Oklahoma (73 projects, $8.8 million).

TABLE 1

Number of Projects and Funding Amount by State and Program Type: FY93 Title VII Part A Programs

(Source: FY93 Title VII Application Database)

State	CFDA	Number of Projects	Obligated Amount
Alabama	93003A	1	$170,000
	93003E	1	130,977
	93003N	1	200,000
	OVERALL	3	$500,977
Alaska	93003A	2	$237,500
	93003C	1	141,999
	93003D	1	199,835
	93003E	2	168,374
	93003G	1	218,573
	93003K	1	157,696
	OVERALL	8	$1,123,977
Arizona	93003A	18	$2,594,827
	93003C	1	114,384
	93003D	7	1,073,936
	93003E	11	1,029,020
	93003G	1	193,615
	93003J	1	138,949
	93003K	1	160,000
	93003L	2	249,120
	93003M	1	140,000
	OVERALL	43	$5,693,851
Arkansas	93003D	1	$175,000
	OVERALL	1	$175,000

continued

630

TABLE 1

(Continued)

State	CFDA	Number of Projects	Obligated Amount
California	93003A	127	$18,891,242
	93003C	17	2,768,964
	93003D	44	7,478,392
	93003E	84	9,883,355
	93003G	7	1,450,877
	93003J	29	3,836,407
	93003K	11	1,411,661
	93003L	15	2,491,189
	93003M	24	3,600,088
	93003N	13	1,940,648
	OVERALL	371	$53,752,823
Colorado	93003A	6	$886,975
	93003D	4	662,585
	93003E	6	628,926
	93003G	1	224,423
	93003J	2	281,479
	93003K	1	160,000
	93003L	1	151,762
	93003M	1	175,000
	OVERALL	22	$3,171,150
Connecticut	93003A	2	$161,582
	OVERALL	2	$161,582
Delaware	93003D	1	$175,000
	OVERALL	1	$175,000

continued

TABLE 1

(Continued)

State	CFDA	Number of Projects	Obligated Amount
District of Columbia	93003A	2	$303,836
	93003E	2	207,263
	93003K	1	130,000
	93003L	1	125,934
	OVERALL	6	$767,033
Florida	93003A	3	$367,021
	93003C	2	296,121
	93003D	2	325,000
	93003E	2	248,896
	93003G	1	152,837
	93003J	1	180,368
	93003K	1	159,394
	93003L	1	154,000
	93003M	2	325,000
	OVERALL	15	$2,208,637
Georgia	93003E	1	$160,000
	OVERALL	1	$160,000
Hawaii	93003A	2	$319,500
	93003E	1	103,996
	93003J	1	94,135
	OVERALL	4	$517,631
Idaho	93003A	2	$234,405
	93003D	1	110,000
	93003E	2	226,635
	OVERALL	5	$571,040

continued

TABLE 1

(Continued)

State	CFDA	Number of Projects	Obligated Amount
Illinois	93003A	6	831,457
	93003C	1	214,718
	93003D	1	200,000
	93003E	14	1,378,350
	93003G	1	146,601
	93003J	2	324,899
	93003K	3	460,000
	93003L	1	296,705
	OVERALL	29	$3,852,730
Indiana	93003A	2	$311,058
	OVERALL	2	$311,058
Iowa	93003A	7	$788,227
	OVERALL	7	$788,227
Kansas	93003A	2	$319,900
	93003E	2	340,000
	93003K	1	103,486
	OVERALL	5	$763,386
Kentucky	93003A	1	$157,500
	93003E	2	229,781
	OVERALL	3	$387,281

continued

TABLE 1

(Continued)

State	CFDA	Number of Projects	Obligated Amount
Louisiana	93003A	3	$377,099
	93003D	1	125,000
	93003E	6	682,073
	93003F	1	171,000
	93003L	1	185,148
	93003M	2	259,335
	OVERALL	14	$1,799,655
Maine	93003A	2	$306,530
	93003D	1	152,784
	93003E	3	386,530
	93003G	1	192,261
	93003K	1	110,000
	93003L	1	157,210
	93003N	1	142,092
	OVERALL	10	$1,447,407
Maryland	93003E	5	$597,298
	93003N	1	119,933
	OVERALL	6	$717,231
Massachusetts	93003A	14	$1,929,717
	93003C	5	820,522
	93003D	1	175,000
	93003E	2	243,036
	93003L	2	351,888
	OVERALL	24	$3,520,163

continued

TABLE 1

(Continued)

State	CFDA	Number of Projects	Obligated Amount
Michigan	93003A	7	$1,008,559
	93003B	1	180,000
	93003E	7	918,515
	93003J	1	154,020
	93003M	1	98,105
	OVERALL	17	$2,359,199
Minnesota	93003A	3	$365,034
	93003D	1	200,000
	OVERALL	4	$565,034
Mississippi	93003E	3	$311,051
	93003L	1	162,528
	OVERALL	4	$473,579
Missouri	93003E	1	53,912
	93003J	1	141,624
	OVERALL	2	$195,536
Montana	93003A	11	$1,124,295
	93003D	3	415,913
	93003E	7	586,042
	93003K	3	325,000
	93003L	1	144,000
	OVERALL	25	$2,595,250
Nebraska	93003A	1	$163,173
	93003E	2	222,138
	93003K	1	159,573
	93003M	1	179,981
	OVERALL	5	$724,865

continued

TABLE 1

(Continued)

State	CFDA	Number of Projects	Obligated Amount
Nevada	93003K	1	$146,565
	OVERALL	1	$146,565
New Hampshire	93003E	1	$146,954
	OVERALL	1	$146,954
New Jersey	93003A	1	$89,976
	93003E	1	174,212
	OVERALL	2	$264,188
New Mexico	93003A	29	$4,318,007
	93003D	6	975,264
	93003E	5	714,409
	93003L	6	1,025,165
	OVERALL	46	$7,032,845
New York	93003A	65	$9,869,905
	93003C	10	1,592,393
	93003D	17	3,021,988
	93003E	19	2,549,249
	93003G	2	430,640
	93003J	8	1,107,437
	93003K	2	266,259
	93003L	5	899,709
	93003M	15	2,430,913
	93003N	5	710,000
	OVERALL	148	$22,878,493

continued

TABLE 1

(Continued)

State	CFDA	Number of Projects	Obligated Amount
North Dakota	93003A	9	$1,180,171
	93003D	1	150,000
	93003E	1	150,000
	OVERALL	11	$1,480,171
Ohio	93003A	2	$222,516
	93003E	2	181,878
	OVERALL	4	$404,394
Oklahoma	93003A	29	$3,545,638
	93003D	14	1,768,799
	93003E	23	2,214,959
	93003J	1	99,442
	93003L	5	1,076,115
	93003N	1	142,200
	OVERALL	73	$8,847,153
Oregon	93003A	3	$384,369
	93003C	1	141,651
	93003D	2	313,921
	93003E	11	1,098,219
	93003J	1	143,477
	93003K	3	370,000
	OVERALL	21	$2,451,637
Pennsylvania	93003B	1	$166,836
	93003E	2	157,161
	93003G	1	273,802
	OVERALL	4	$597,799

continued

TABLE 1

(Continued)

State	CFDA	Number of Projects	Obligated Amount
Rhode Island	93003E	2	$237,556
	93003L	1	191,890
	93003N	1	122,270
	OVERALL	4	$551,716
South Carolina	93003A	1	$40,440
	OVERALL	1	$40,440
South Dakota	93003A	8	$1,078,095
	93003D	3	497,000
	93003E	1	99,190
	OVERALL	12	$1,674,285
Texas	93003A	25	$3,243,123
	93003C	3	490,000
	93003D	10	1,654,458
	93003E	11	1,205,896
	93003G	2	289,168
	93003J	1	153,091
	93003K	1	158,943
	93003L	2	379,787
	93003M	2	245,801
	93003N	3	465,663
	OVERALL	60	$8,285,930
Utah	93003A	2	$217,137
	93003D	1	170,000
	93003E	2	198,639
	93003F	1	152,983
	OVERALL	6	$738,759

continued

TABLE 1

(Continued)

State	CFDA	Number of Projects	Obligated Amount
Virginia	93003C	1	$132,248
	93003E	1	59,663
	93003N	1	142,200
	OVERALL	3	$334,111
Washington	93003A	10	$1,206,779
	93003D	3	502,915
	93003E	3	348,716
	93003J	1	146,416
	93003N	1	160,000
	OVERALL	18	$2,364,826
Wyoming	93003A	1	$159,819
	93003E	3	311,808
	93003L	1	157,250
	OVERALL	5	$628,877
Guam	93003J	1	$155,787
	OVERALL	1	$155,787
Puerto Rico	93003A	1	$143,401
	93003G	1	129,688
	OVERALL	2	$273,089
Trust Territories	93003A	1	$140,945
	93003D	1	252,000
	93003E	1	86,748
	OVERALL	3	$479,693
TOTAL		**1,065**	**$149,257,014**

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Notes: Table 2

Table 2 presents the number of projects and funding amount by state and program for FY93 Title VII Part C projects. Overall, there were a total of 162 funded Part C projects in FY93. These projects received approximately $25 million in obligated funding. Of all states, California had the largest number of projects (N=28) and received the greatest amount of funding ($4.4 million). Texas had the second largest number of projects and obligated funding (25 projects, $3.6 million), followed by New York (19 projects, $3.0 million).

TABLE 2

Number of Projects and Funding Amount by State and Program Type: FY93 Title VII Part C Programs

(Source: FY93 Title VII Application Database)

State	CFDA	Number of Projects	Obligated Amount
Arizona	93195P	2	$307,670
	93195R	2	325,415
	93195T	3	233,184
	93195V	1	88,383
	OVERALL	8	$954,652
California	93195P	2	$317,191
	93195R	9	1,703,000
	93195S	1	311,925
	93195T	7	1,162,532
	93195V	9	912,644
	OVERALL	28	$4,407,292
Colorado	93195R	4	$679,261
	93195S	1	351,000
	93195T	1	253,408
	93195V	1	106,618
	OVERALL	7	$1,390,287
Connecticut	93195P	1	$228,034
	93195R	1	105,336
	93195T	1	107,610
	93195V	1	53,017
	OVERALL	4	$493,997
District of Columbia	93195T	1	$252,605
	93195V	1	157,299
	OVERALL	2	$409,904

continued

TABLE 2

(Continued)

State	CFDA	Number of Projects	Obligated Amount
Florida	93195R	3	$566,991
	93195T	2	210,113
	OVERALL	5	$777,104
Georgia	93195P	1	$66,023
	OVERALL	1	$66,023
Hawaii	93195T	1	$124,620
	OVERALL	1	$124,620
Idaho	93195P	2	$286,824
	OVERALL	2	$286,824
Illinois	93195P	3	$603,812
	93195R	2	348,036
	93195T	1	162,461
	93195V	2	213,032
	OVERALL	8	$1,327,341
Indiana	93195R	1	$247,207
	OVERALL	1	$247,207
Louisiana	93195V	1	$153,267
	OVERALL	1	$153,267
Maryland	93195P	1	$101,983
	93195V	2	203,408
	OVERALL	3	$305,391
Massachusetts	93195R	1	$158,933
	93195T	2	237,833
	OVERALL	3	$396,766

continued

TABLE 2

(Continued)

State	CFDA	Number of Projects	Obligated Amount
Michigan	93195R	2	$399,275
	93195T	1	69,936
	OVERALL	3	$469,211
Minnesota	93195P	1	$170,687
	OVERALL	1	$170,687
Missouri	93195R	1	$180,395
	OVERALL	1	$180,395
Montana	93195P	1	$163,450
	93195R	2	439,653
	OVERALL	3	$603,103
New Mexico	93195P	1	$178,419
	93195R	3	675,174
	93195T	2	217,380
	93195V	2	228,352
	OVERALL	8	$1,299,325
New York	93195P	1	$159,183
	93195R	10	1,852,974
	93195T	6	733,606
	93195V	2	208,430
	OVERALL	19	$2,954,193

continued

TABLE 2

(Continued)

State	CFDA	Number of Projects	Obligated Amount
North Carolina	93195R	1	$134,645
	OVERALL	1	$134,645
North Dakota	93195R	1	$60,000
	OVERALL	1	$60,000
New Jersey	93195P	1	$210,587
	93195R	1	257,020
	93195T	1	264,480
	OVERALL	3	$732,087
Ohio	93195R	1	$220,000
	OVERALL	1	$220,000
Oklahoma	93195P	1	$126,648
	93195R	1	69,249
	93195V	1	68,082
	OVERALL	3	$263,979
Oregon	93195R	1	$170,754
	93195V	2	200,000
	OVERALL	3	$370,754
Pennsylvania	93195T	2	$240,967
	OVERALL	2	$240,967
Rhode Island	93195R	2	$246,752
	93195V	2	192,953
	OVERALL	4	$439,705

continued

TABLE 2

(Continued)

State	CFDA	Number of Projects	Obligated Amount
Texas	93195P	5	$871,981
	93195R	10	1,845,549
	93195T	6	310,676
	93195V	4	531,706
	OVERALL	25	$3,559,912
Virginia	93195R	1	$273,037
	93195S	1	229,371
	93195T	1	110,932
	OVERALL	3	$613,340
Washington	93195P	1	$169,095
	93195T	1	210,583
	93195V	1	137,961
	OVERALL	3	$517,639
Wisconsin	93195R	1	$87,971
	93195T	1	45,000
	OVERALL	2	$132,971
Puerto Rico	93195P	1	$159,609
	93195R	1	146,405
	OVERALL	2	$306,014
TOTAL		**162**	**$24,609,602**

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Special Issues Analysis Center

Figures Showing the Place of Birth and Length of Residence of LEP Students by Title VII Status

Short Turnaround Report No. 40

Prepared by:

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(Contract # T292001001)

Submitted:

August 25, 1994

Figures Showing the Place of Birth and Length of U.S. Residence of LEP Students by Title VII Status

The purpose of this report is to provide figures showing data on the place of birth and length of residence of LEP students by Title VII status. The data used in this report come from the Descriptive Study of Services to Limited English Proficient Students, a national study which was conducted by Development Associates, Inc. The data are based on information collected in 1991-92 from a sample of 1,835 schools; however, the results have been weighted to be nationally representative.

Figure 1 presents overall data on place of birth and length of residence of LEP students. Figure 2 displays data on place of birth and length of residence of LEP students by Title VII status.

Caution should be used in interpreting these results. The results are based on estimates provided by school administrators, and are not based on the examination of school records. Also, schools do not necessarily have accurate information about their students' place of birth. Thus, the accuracy of the estimates is unknown.

These data contrast with those reported by McArthur (1993) using the 1989 Current Population Survey (CPS) data. For children 5-17 years old who were reported in the CPS to speak English less than "very well," 58.6% were reported to be born in the United States. The differences between the CPS and school-based figures are likely to be due to: (1) differences in how LEP status were defined; and (2) the motivations of the respondent for reporting U.S. or foreign birth. We believe that school-based staff use a more detailed and more valid definition of LEP status, and also that they have less motivation to provide a biased account of place of birth. Thus despite the cautions listed above, we believe that the data in this report provide the best available estimates.

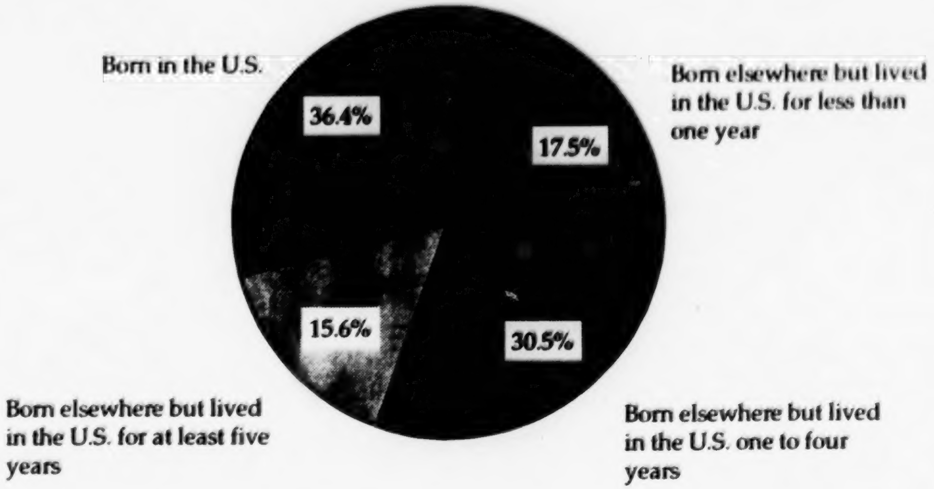
Notes: Figure 1

Figure 1 provides an overall presentation of place of birth and length of residence of LEP students. The results show that the largest percentage of LEP students (36.4%) were born in the United States. Approximately 30% of LEP students were born elsewhere but lived in the United States for one to four years.

FIGURE 1

Place of Birth and Length of U.S. Residence of LEP Students

(Source: School Mail Survey, LEP Descriptive Study)



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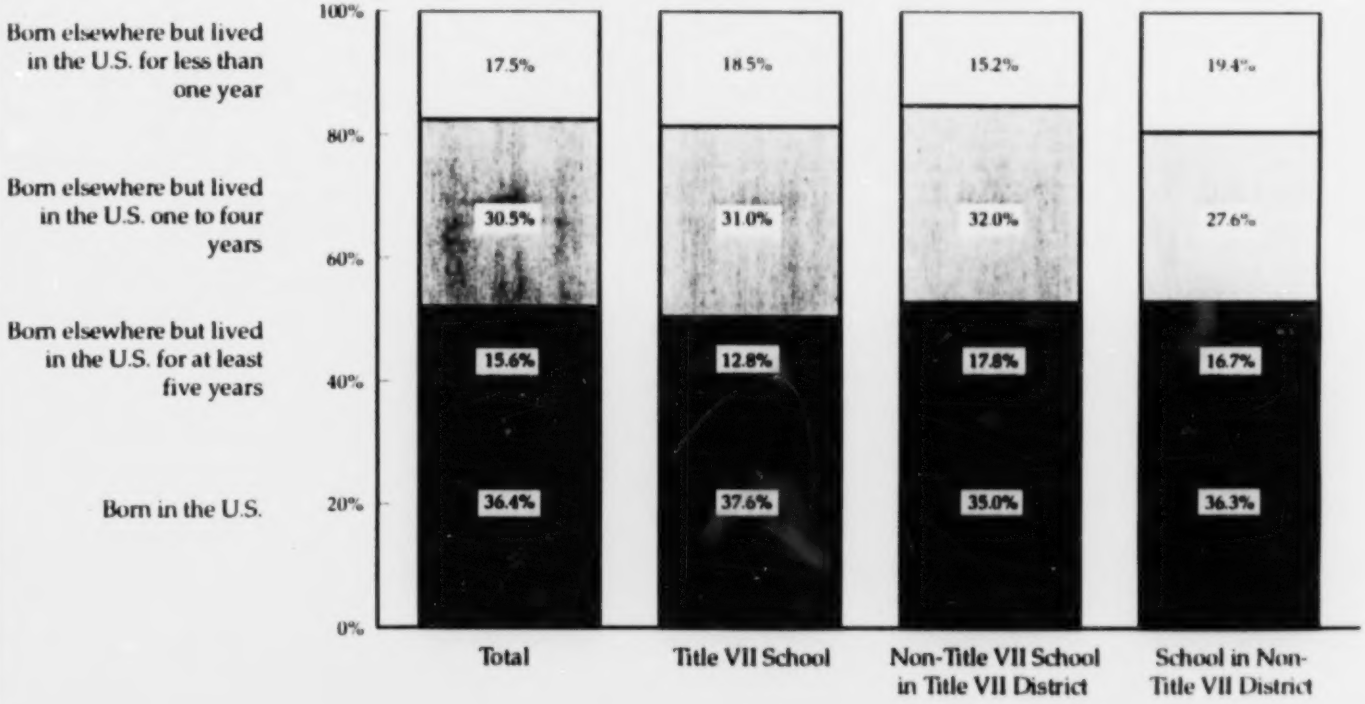
Notes: Figure 2

Figure 2 presents data on place of birth and length of residence by Title VII status. The results show that there is relatively little difference in place of birth and length of residence among LEP students enrolled in Title VII schools, non-Title VII schools in a Title VII district, and schools in non-Title VII districts.

FIGURE 2

Place of Birth and Length of U.S. Residence of LEP Students by Title VII Status

(Source: School Mail Survey, LEP Descriptive Study)



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FY93 Title VII Listings:
State Education Agency (SEA) Grantees and Part A Projects by State and Program Type

Short Turnaround Report, No. 41

Prepared by:

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(Contract # T292001001)

Submitted:

August 29, 1994

FY93 Title VII Listings: State Education Agency (SEA) Grantees and Part A Projects by State and Program Type

This report provides listings of FY93 Title VII State Education Agency grantees and of FY93 Title VII Part A projects by state and program type. Table 1 presents project listings for State Education Agency grantees. Table 2 presents project listings for Title VII Part A programs: the Transitional Bilingual Education Program (TBE), the Developmental Bilingual Education Program (DBE), the Special Alternative Instructional Program (SAIP), the Academic Excellence Program, the Family English Literacy Program, and the Special Populations Program. Projects within special priority programs are also listed separately (Magnet School Priority, Recent Arrivals Priority, or Math/Science Priority). Each project is listed with project identification number, CFDA code, grantee organization, city, state, and total obligated funding amount. Projects in each state begin on a new page. Projects from the U.S. territories are listed in alphabetical order at the end of the document.

A list of CFDA codes and abbreviations for the individual Title VII programs is provided at the beginning of the listings.

TITLE VII PART A AND STATE EDUCATION AGENCY PROGRAMS

CFDA Codes, Program Titles, and Program Abbreviations

CFDA	Program Title	Abbreviation
A	Transitional Bilingual Education Program	TBE
B	Developmental Bilingual Education Program (Magnet School Priority)	DBE(M)
C	Developmental Bilingual Education Program	DBE
D *	Transitional Bilingual Education Program (Math/Science Priority)	TBE(S)
E	Special Alternative Instructional Program	SAIP
F	Special Alternative Instructional Program (Magnet School Priority)	SAIP(M)
G	Academic Excellence Program	AEP
J	Family English Literacy Program	FELP
K *	Special Alternative Instructional Program (Math/Science Priority)	SAIP(S)
M	Transitional Bilingual Education Program (Recent Arrivals Priority)	TBE(R)
N	Special Alternative Instructional Program (Recent Arrivals Priority)	SAIP(R)
Q	State Education Agency Program	SEA

* New programs in FY93

TABLE 1

FY93 Title VII State Education Agency (SEA) Grantees

Grant Number	CFDA	Grantee	City	State	Grant Amount
T194Q3000993	Q	ALABAMA STATE DEPT OF EDUCATION	MONTGOMERY	AL	75000
T003Q2002993	Q	ALASKA DEPT OF EDUCATION	JUNEAU	AK	75000
T003Q2000693	Q	ARIZONA STATE DEPT OF EDUCATION	PHOENIX	AZ	196477
T003Q2001993	Q	ARKANSAS DEPT OF EDUCATION	LITTLE ROCK	AR	75000
T194Q3000193	Q	CALIFORNIA STATE DEPT OF EDUC	SACRAMENTO	CA	1647769
T003Q2000793	Q	COLORADO DEPT OF EDUCATION	DENVER	CO	85009
T003Q2001193	Q	CONNECTICUT STATE DEPT OF EDUC	HARTFORD	CT	75000
T003Q2003393	Q	DELAWARE DEPT OF PUBLIC INSTR	DOVER	DE	75000
T194Q3000293	Q	DISTRICT OF COLUMBIA PUBLIC SCH.	WASHINGTON	DC	75000
T003Q2004693	Q	FLORIDA DEPT OF EDUCATION	TALLAHASSEE	FL	75000
T003Q2002093	Q	GEORGIA BD OF EDUCATION	ATLANTA	GA	75000
T003Q2003693	Q	HAWAII ST DEPT OF EDUCATION	HONOLULU	HI	75000
T003Q2001893	Q	IDAHO ST DEPT OF EDUCATION	BOISE	ID	75000
T003Q2003093	Q	ILLINOIS ST BOARD OF EDUCATION	SPRINGFIELD	IL	104280
T003Q2002893	Q	INDIANA DEPT OF EDUCATION	INDIANAPOLIS	IN	75000
T194Q3001093	Q	IOWA DEPARTMENT OF EDUCATION	DES MOINES	IA	75000
T003Q2003893	Q	KANSAS STATE BOARD OF EDUCATION	TOPEKA	KS	75000
T003Q2001693	Q	KENTUCKY DEPT OF EDUCATION	FRANKFORT	KY	75000
T003Q2004193	Q	LOUISIANA DEPT OF EDUCATION	BATON ROUGE	LA	75000
T003Q2003493	Q	MAINE STATE DEPT OF EDUCATION	AUGUSTA	ME	75000
T003Q2003593	Q	MARYLAND STATE DEPT OF EDUCATION	BALTIMORE	MD	75000
T003Q2000893	Q	MASSACHUSETTS DEPT OF EDUCATION	QUINCY	MA	113947
T003Q2000593	Q	MICHIGAN STATE DEPT OF EDUCATION	LANSINGIELD	MI	90117
T003Q2002693	Q	MINNESOTA DEPT OF EDUCATION	ST. PAUL	MN	75000
T003Q2003993	Q	MISSISSIPPI ST DEPT OF EDUCATION	JACKSON	MS	75000
T003Q2000993	Q	MISSOURI DEPT OF ELEM & SEC EDUC	JEFFERSON CITY	MO	75000
T003Q2004293	Q	MONTANA SUPT OF PUBLIC INSTR	HELENA	MT	75000
T003Q2001793	Q	NEBRASKA DEPT OF EDUCATION	LINCOLN	NE	75000
T003Q2002593	Q	NEVADA DEPT OF EDUCATION	CARSON CITY	NV	75000
T003Q2003193	Q	NEW HAMPSHIRE STATE DEPT OF EDUC	CONCORD	NH	75000
T003Q2004093	Q	NEW JERSEY ST DEPT OF EDUCATION	TRENTON	NJ	75000
T003Q2000193	Q	NEW MEXICO DEPARTMENT OF EDUC	SANTA FE	NM	200926
T003Q2002493	Q	NEW YORK ST EDUCATION DEPT	ALBANY	NY	771378
T003Q2004593	Q	NORTH CAROLINA DEPT OF PUB INSTR	RALEIGH	NC	75000

TABLE 1

FY93 Title VII State Education Agency (SEA) Grantees

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003Q2001593	Q	NORTH DAKOTA DEPT OF PUBLIC INST	BISMARCK	ND	75000
T003Q2000493	Q	OHIO STATE DEPT OF EDUCATION	COLUMBUS	OH	75000
T003Q2004393	Q	OKLAHOMA ST DEPT OF EDUCATION	OKLAHOMA CITY	OK	254507
T003Q2001293	Q	OREGON DEPT OF EDUCATION	SALEM	OR	75000
T003Q2001393	Q	RHODE ISLAND OF ELEM & SEC ED	PROVIDENCE	RI	75000
T194Q3000893	Q	SOUTH CAROLINA DEPT OF EDUCATION	COLUMBIA	SC	75000
T003Q2003793	Q	SOUTH DAKOTA DEPT OF EDUCATION	PIERRE	SD	75000
T003Q2003293	Q	TENNESSEE DEPT OF EDUCATION	NASHVILLE	TN	75000
T003Q2002393	Q	TEXAS EDUCATION AGENCY	AUSTIN	TX	234575
T194Q3000793	Q	UTAH STATE OFFICE OF EDUCATION	SALT LAKE CITY	UT	75000
T003Q2002293	Q	VERMONT STATE DEPT OF EDUCATION	MONTPELIER	VT	75000
T003Q2002193	Q	WASHINGTON SUPT OF PUBLIC INSTR	OLYMPIA	WA	75000
T003Q2001093	Q	WISCONSIN DEPT OF PUBLIC INSTR	MADISONERY	WI	75000
T003Q2000293	Q	WYOMING STATE DEPT OF EDUCATION	CHEYENNE	WY	73957
T003Q2000393	Q	AMERICAN SAMOA GOVERNMENT	PAGO PAGO	AS	75000
T003Q2004493	Q	PUERTO RICO DEPT OF EDUC/HATO REY	HATO REY	PR	75000
T003Q2002793	Q	CNMI PUBLIC SCHOOL SYSTEM	SAIPAN	TT	75000
T003Q2001493	Q	GOVERNMENT OF THE VIRGIN ISLANDS	ST. THOMAS	VI	75000
T194Q3000693	Q	REPUBLIC OF PALAU	KOROR	ZZ	75000

TABLE 2

FY93 Title VII Part A Projects:

Alabama

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10047	A	BLOUNT COUNTY BOARD OF EDUCATION	ONEONTA	AL	170000
T003E00131	E	MOBILE COUNTY PUBLIC SCHOOL	MOBILE	AL	130977
T003N20042	N	MOBILE COUNTY PUBLIC SCHOOLS	MOBILE	AL	200000

TABLE 2

FY93 Title VII Part A Projects:

Alaska

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10318	A	JUNEAU SCHOOL DISTRICT	JUNEAU	AK	157500
T003A20157	A	BERING STRAIT SCHOOL DISTRICT	UNALAKLEEK	AK	80000
T003C20051	C	ANCHORAGE SCHOOL DISTRICT	ANCHORAGE	AK	141999
T003D30317	D	JUNEAU SCHOOL DISTRICTS	JUNEAU	AK	199835
T003E00134	E	KASHUNAMIUT SCHOOL DISTRICT	CHEVAK	AK	69462
T003E90056	E	BERING STRAIT SCHOOL DISTRICT	UNALAKLEET	AK	98912
T003G30005	G	YUKON-KOYUKUK SCHOOL DISTRICT	FAIRBANKS	AK	218573
T003K30140	K	FAIRBANKS NORTH STAR BOROUGH SD	FAIRBANKS	AK	157696

TABLE 2

FY93 Title VII Part A Projects:

Arizona

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00131	A	RED ROCK DAY SCHOOL	RED VALLEY	AZ	121500
T003A00162	A	PEACH SPRINGS SCHOOL DISTRICT 8	PEACH SPRINGS	AZ	113400
T003A00170	A	KAYENTA BOARDING SCHOOL	NAVAJO	AZ	121500
T003A00198	A	GANADO UNFIED SCHOOL DISTRICT 20	GANADO	AZ	113236
T003A10065	A	PINON UNIFIED SCHOOL DISTRICT 4	PINON	AZ	157500
T003A10154	A	SANDERS UNIFIED SCHOOL DIST #18	SANDERS	AZ	157174
T003A10162	A	KAYENTA UNIFIED SCHOOL DISTRICT	KAYENTA	AZ	108551
T003A20128	A	OSBORN SCHOOL DISTRICT #8	PHOENIX	AZ	169762
T003A20228	A	TEECNOSPOS BOARDING SCHOOL	TEECNOSPOS	AZ	175000
T003A20300	A	SANTA CRUZ VALLEY UNIFIED DIST 35	TUMACACORI	AZ	175000
T003A20304	A	BISBEE UNIFIED SCHOOL DISTRICT #2	BISBEE	AZ	139932
T003A90053	A	ROUGH ROCK SCHOOL BOARD, INC.	CHINLE	AZ	154889
T003A90103	A	SUNNYSIDE UNIFIED SCH DISTRICT	TUCSON	AZ	106219
T003A90201	A	LITTLETON ELEMENTARY S. D. #65	CASHION	AZ	92763
T003A90229	A	SHONTO BOARDING SCHOOL	SHONTO	AZ	131286
T003A90246	A	PHOENIX ELEMENTARY S. D. #1	PHOENIX	AZ	252767
T003A90253	A	WILSON ELEMENTARY SCHOOL DIST. #7	PHOENIX	AZ	223112
T003A90284	A	HAVASUPAI TRIBE	SUPAI	AZ	81236
T003C20045	C	ROOSEVELT ELEM SCHL DIST #66	PHOENIX	AZ	114384
T003D30071	D	SCOTTSDALE UNIFIED SCH DIST #48	PHOENIX	AZ	74000
T003D30077	D	GANADO UNIFIED SCHOOL DIST NO. 20	GANADO	AZ	174936
T003D30210	D	CASA BLANCA DAY SCHOOL	BAPCHULE	AZ	150000
T003D30267	D	SUNNYSIDE UNIFIED SCHOOL DIST #12	TUCSON	AZ	175000
T003D30309	D	SANTA CRUZ VALLEY UNIF DIST. #35	TUMACACORI	AZ	175000
T003D30333	D	DYSART UNIFIED SCH DISTRICT#89	MARICOPA	AZ	200000
T003D30351	D	TUBA CITY UNIFIED SCHOOL DIST #15	TUBA CITY	AZ	125000
T003E00036	E	FLAGSTAFF UNIFIED SCHL DIST NO.1	COCONINO	AZ	110727
T003E00064	E	ISAAC SCHOOL DISTRICT NO. 5	PHOENIX	AZ	130977
T003E00120	E	DENNEHOTSO BOARDING SCHOOL	DENNEHOTSO	AZ	96700
T003E10069	E	SAN CARLOS UNIFIED SCH DIST 20	SAN CARLOS	AZ	113557

TABLE 2

FY93 Title VII Part A Projects:

Arizona (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E10132	E	DOUGLAS UNIFIED SCHOOL DIST #27	DOUGLAS	AZ	148265
T003E20136	E	GLENDALE UNION HIGH SCH DIST	GLENDALE	AZ	26159
T003E20137	E	YUMA EDUC(L) SUPPORT SERVICES	YUMA	AZ	130000
T003E20144	E	TEMPE SCHOOL DISTRICT NO 3	TEMPE	AZ	105339
T003E90117	E	TEMPE SCHOOL DISTRICT #3	TEMPE	AZ	30000
T003E90142	E	GANADO U. S. D./GANADO MIDDLE SCH	GANADO	AZ	48858
T003E90144	E	PHOENIX UNION HIGH SCHOOL DIST.	PHOENIX	AZ	88438
T003G30018	G	PEACH SPRINGS SCHOOL DISTRICT #8	PEACH SPRINGS	AZ	193615
T003J10100	J	LEUPP SCHOOLS, INC.	WINSLOW	AZ	138949
T003K30052	K	ALHAMBRA SCHOOL DISTRICT	PHOENIX	AZ	160000
T003L30034	L	UNIVERSITY OF ARIZONA	TUCSON	AZ	143956
T003L30042	L	PENDERGAST ELEMETARY DISTRICT #92	PHOENIX	AZ	105164
T003M20058	M	CREIGHTON ELEMENTARY SCHL DIST 14	PHOENIX	AZ	140000

TABLE 2

FY93 Title VII Part A Projects:

Arkansas

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003D30233	D	DEQUEEN-MENA EDUCATIONAL CO-OP	GILLHAM	AR	175000

TABLE 2

FY93 Title VII Part A Projects:

California

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00003	A	CHOWCHILLA SCHOOL DISTRICT	CHOWCHILLA	CA	121500
T003A00005	A	MARYSVILLE JOINT UNIFIED SCH DIST	MARYSVILLE	CA	162000
T003A00008	A	WEST COVINA UNIFIED SCHOOL DIST	WEST COVINA	CA	136593
T003A00013	A	SHASTA COUNTY OFFICE OF EDUCATION	REDDING	CA	121500
T003A00033	A	HOLLISTER SCHOOL DISTRICT	HOLLISTER	CA	121500
T003A00057	A	CHATOM SCHOOL DISTRICT	TURLOCK	CA	137700
T003A00075	A	CAMPBELL UNION HIGH SCHOOL DIST	SAN JOSE	CA	93150
T003A00076	A	CALEXICO UNIFIED SCHOOL DISTRICT	CALEXICO	CA	121500
T003A00081	A	RIO SCHOOL DISTRICT	OXNARD	CA	101456
T003A00117	A	FONTANA UNIFIED SCHOOL DISTRICT	FONTANA	CA	121500
T003A00120	A	MOORPARK UNIFIED SCHOOL DISTRICT	MOORPARK	CA	60990
T003A00122	A	VAL VERDE UNIFIED SCHOOL DISTRICT	PERRIS	CA	133709
T003A00123	A	SANTA BARBARA SCHOOL DISTRICT	SANTA BARBARA	CA	145800
T003A00134	A	BALDWIN PARK UNIFIED SCHOOL DIST	BALDWIN PARK	CA	149933
T003A00136	A	SAN DIEQUITO UNION HIGH SCHL DIST	SAN DIEGO	CA	97175
T003A00146	A	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	162000
T003A00151	A	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	121500
T003A00153	A	CHARTER OAK UNIFIED SCHOOL DIST	COVINA	CA	138843
T003A00159	A	FORT BRAGG UNIFIED SCHOOL DIST	FORT BRAGG	CA	121500
T003A00161	A	LA HABRA CITY SCHOOL DISTRICT	LA HABRA	CA	174150
T003A00185	A	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	380074
T003A00190	A	LAKE TAHOE UNIFIED SCHOOL DIST	SOUTH LAKE TAHOE	CA	93143
T003A00194	A	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA	CA	203392
T003A00203	A	PAJARO VALLEY UNIFIED SCHOOL DIST	WATSONVILLE	CA	136793
T003A00212	A	YUBA CITY UNIFIED SCHOOL DISTRICT	YUBA CITY	CA	145800
T003A00218	A	CHICO UNIFIED SCHOOL DISTRICT	CHICO	CA	162000
T003A00226	A	AZUSA UNIFIED SCHOOL DISTRICT	AZUSA	CA	145676
T003A00235	A	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	265741
T003A00236	A	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	101250
T003A00238	A	GILROY UNIFIED SCHOOL DISTRICT	GILROY	CA	121434
T003A00257	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	160995
T003A10010	A	OXNARD ELEMENTARY SCHOOL DISTRICT	OXNARD	CA	157498
T003A10030	A	LA HABRA CITY SCHOOL DISTRICT	LA HABRA	CA	157500

TABLE 2

FY93 Title VII Part A Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10033	A	CASTAIC UNION SCHOOL DISTRICT	CASTAIC	CA	134978
T003A10043	A	GLENN COUNTY OFFICE OF EDUCATION	WILLOWS	CA	157500
T003A10044	A	LOS BANOS UNIFIED SCHOOL DISTRICT	LOS BANOS	CA	141818
T003A10059	A	BASSETT UNIFIED SCHOOL DISTRICT	LA PUENTE	CA	157241
T003A10067	A	ANDERSON VALLEY UNIFIED SCH DIST	BOONVILLE	CA	152720
T003A10077	A	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	315000
T003A10104	A	DOS PALOS JOINT UNION H. S. D.	DOS PALOS	CA	133079
T003A10122	A	CABRILLO UNIFIED SCHOOL DISTRICT	HALF MOON BAY	CA	157406
T003A10127	A	LOS ANGELES UNIFIED SCH DISTRICT	VAN NUYS	CA	180402
T003A10159	A	LOS ANGELES U. S. D. - REGION B	LOS ANGELES	CA	179681
T003A10204	A	PAJARO VALLEY UNIFIED SCHOOL DIST	WATSONVILLE	CA	157432
T003A10210	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	157459
T003A10229	A	LINDSAY UNIFIED SCHOOL DISTRICT	LINDSAY	CA	157492
T003A10245	A	KERMAN UNIFIED SCHOOL DISTRICT	KERMAN	CA	109571
T003A10263	A	BELLFLOWER UNIFIED SCHOOL DIST	BELLFLOWER	CA	157500
T003A10264	A	NORWALK-LA MIRADA UNIFIED SCH DIS	NORWALK	CA	135000
T003A10268	A	COVINA-VALLEY UNIFIED SCHOOL DIST	LOS ANGELES	CA	156839
T003A10278	A	BRAWLEY SCHOOL DISTRICT	BRAWLEY	CA	134987
T003A10285	A	SANTA CLARA UNIFIED SCHOOL DIST	SANTA CLARE	CA	142592
T003A10294	A	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	157400
T003A10301	A	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA	CA	157219
T003A10315	A	LOS NIETOS SCHOOL DISTRICT	WHITTIER	CA	157060
T003A10323	A	OAK GROVE ELEMENTARY SCH DISTRICT	SAN JOSE	CA	157500
T003A20009	A	BASSETT UNIFIED SCHOOL DIST	LA PUENTE	CA	170066
T003A20015	A	PERRIS ELEMENTARY SCHOOL DISTRICT	PERRIS	CA	170000
T003A20019	A	LUTHER BURBANK SCHOOL DISTRICT	SAN JOSE	CA	171000
T003A20027	A	KERMAN UNIFIED SCHOOL DISTRICT	KERMAN	CA	150000
T003A20033	A	JEFFERSON UNION HIGH SCH DIST	DALY CITY	CA	159904
T003A20058	A	LE GRAND UNION ELEM SCH DIST	LE GRAND	CA	160000
T003A20062	A	MORENO VALLEY UNIFIED SCH DIST	MORENO VALLEY	CA	169369
T003A20066	A	MONROVIA UNIFIED SCHOOL DISTRICT	MONROVIA	CA	174997
T003A20086	A	VALLEJO CITY UNIFIED SCH DISTRICT	VALLEJO	CA	166929
T003A20092	A	SAN JOAQUIN CTY OFFICE OF EDUC	STOCKTON	CA	171844

TABLE 2

FY93 Title VII Part A Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20098	A	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	CA	169909
T003A20099	A	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA	CA	174000
T003A20161	A	LATON UNIFIED SCHOOL DISTRICT	LATON	CA	165618
T003A20168	A	WILLITS UNIFIED SCHOOL DISTRICT	WILLITS	CA	175000
T003A20178	A	GREENFIELD UNION SCHOOL DISTRICT	GREENFIELD	CA	175000
T003A20186	A	FARMERSVILLE SCHOOL DISTRICT	FARMERSVILLE	CA	160000
T003A20188	A	CHINO USD/DON ANTONIO LUGO H.S	CHINO	CA	164985
T003A20194	A	NORTH MONTEREY COUNTY U.S.D.	MOSS LANDING	CA	175000
T003A20226	A	WESTMINSTER SCHOOL DISTRICT	WESTMINSTER	CA	164977
T003A20276	A	TULELAKE BASIN JOINT UNIFIED SD	TULELAKE	CA	170000
T003A20278	A	BUENA PARK SCHOOL DISTRICT	BUENA PARK	CA	159998
T003A20280	A	COMPTON UNIFEID SCH DIST	COMPTON	CA	170000
T003A20281	A	TEMECULA VALLEY UNIF SCH DIST	TEMECULA	CA	160000
T003A20297	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	175000
T003A20307	A	WOODLAND JOINT UNIFIED SCH DIST	WOODLAND	CA	142001
T003A20322	A	SAN DIEGO CTY OFF OF EDUCATION	SAN DIEGO	CA	175000
T003A20324	A	DIXON UNIFIED SCHOOL DISTRICT	DIXON	CA	165752
T003A20332	A	RAVENSWOOD CITY SCHOOL DISTRICT	EAST PALO ALTO	CA	170000
T003A20363	A	EARLIMART ELEMENTARY SCH DIST	EARLIMART	CA	170000
T003A20370	A	CHARTER OAK UNIFIED SCHOOL DIST	COVINA	CA	164785
T003A90001	A	SALINAS CITY SCHOOL DISTRICT	SALINAS	CA	82027
T003A90011	A	MERCED COUNTY OFFICE OF EDUCATION	MERCED	CA	277773
T003A90013	A	GEYERSVILLE UNIFIED SCHOOL DIST.	GEYERSVILLE	CA	69972
T003A90014	A	UKIAH UNIFIED SCHOOL DISTRICT	UKIAH	CA	134547
T003A90022	A	EAST WHITTIER CITY SCHOOL DIST.	WHITTIER	CA	63508
T003A90031	A	LODI UNIFIED SCHOOL DISTRICT	LODI	CA	175734
T003A90041	A	SABE/STUDENTS ACHIEVING IN	AZUSA	CA	154675
T003A90043	A	DESERT SANDS UNIFIED SCHOOL DIST.	INDIO	CA	233454
T003A90048	A	LAKE TAHOE UNIFIED SCHOOL DIST	SOUTH LAKE TAHOE	CA	93790
T003A90049	A	BRAWLEY SCHOOL DISTRICT	BRAWLEY	CA	89933
T003A90062	A	PAJARO VALLEY UNIFIED SCH. DIST.	WATSONVILLE	CA	143397
T003A90064	A	BUENA PARK SCHOOL DISTRICT	BUENA PARK	CA	122889
T003A90073	A	CUCAMONGA SCHOOL DISTRICT	RANCHO CUCAMONGA	CA	75000

TABLE 2

FY93 Title VII Part A Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90075	A	SAN MATEO COUNTY OFFICE OF ED.	REDWOOD CITY	CA	124659
T003A90076	A	SANTA PAULA ELEM. SCHOOL DISTRICT	SANTA PAULA	CA	115023
T003A90079	A	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	CA	120846
T003A90100	A	OCEANSIDE UNIFIED SCHOOL DISTRICT	OCEANSIDE	CA	84000
T003A90108	A	SOLANA BEACH SCHOOL DISTRICT	SOLANA BEACH	CA	95593
T003A90113	A	FRESNO COUNTY OFFICE OF EDUCATION	FRESNO	CA	124486
T003A90119	A	LINDSAY UNIFIED SCHOOL DISTRICT	LINDSAY	CA	145290
T003A90121	A	FRESNO UNIFIED SCHOOL DISTRICT	FRESNO	CA	114467
T003A90125	A	BRAWLEY UNION HIGH SCHOOL DIST.	BRAWLEY	CA	154464
T003A90133	A	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	156676
T003A90149	A	CORONA-NORCO UNIFIED SCHOOL DIST.	NORCO	CA	139625
T003A90163	A	LOST HILLS UNION SCHOOL DISTRICT	LOST HILLS	CA	60783
T003A90168	A	SANTA BARBARA SCHOOL DISTRICT	SANTA BARBARA	CA	127698
T003A90176	A	COVINA-VALLEY UNIIFIED SCH DIST	COVINA	CA	152542
T003A90203	A	HAYWARD UNIFIED SCHOOL DISTRICT	HAYWARD	CA	221770
T003A90205	A	RICHMOND UNIFIED SCHOOL DISTRICT	RICHMOND	CA	138676
T003A90211	A	SAN FRANCISCO UNIFIED SCH. DIST.	SAN FRANCISCO	CA	257870
T003A90218	A	SAN DIEGO UNIFIED SCHOOL DISTRICT	SAN DIEGO	CA	91125
T003A90224	A	COACHELLA VALLEY UNIFIED S. D.	THERMAL	CA	136447
T003A90225	A	LONG BEACH UNIFIED SCHOOL DIST.	LONG BEACH	CA	222285
T003A90233	A	BONSALL UNION SCHOOL DISTRICT	BONSALL	CA	61000
T003A90239	A	PARLIER UNIFIED SCHOOL DISTRICT	PARLIER	CA	161732
T003A90267	A	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	191971
T003A90276	A	WESTERN PLACER UNIFIED SCH DIST	PLACER	CA	174960
T003A90279	A	VALLEY CENTER UNION SCHOOL DIST	VALLEY CENTER	CA	71587
T003A90281	A	ANAHEIM UNION HIGH SCHOOL DIST	ANAHEIM	CA	125298
T003A90315	A	ENCINITAS UNION SCHOOL DISTRICT	ENCINITAS	CA	78465
T003A90328	A	FALLBROOK UNION ELMN SCHL DIST	FALLBROOK	CA	90900
T003C00008	C	LOS ANGELES COUNTY OFFICE OF ED.	DOWNEY	CA	260000
T003C00013	C	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	214688
T003C00019	C	SADDLEBACK VALLEY UNIFIED S. D.	MISSION VIEJO	CA	83052
T003C00044	C	CULVER CITY UNIFIED SCHOOL DIST.	CULVER CITY	CA	100000

TABLE 2

FY93 Title VII Part A Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003C00059	C	VALLEY CENTER UNION SCHOOL DIST.	VALLEY CENTER	CA	101545
T003C00096	C	LOS ANGELES UNIFIED SCHOOL DIST.	LOS ANGELES	CA	171900
T003C00110	C	SANTA MONICA-MALIBU UNIFIED S. D.	SANTA MONICA	CA	175975
T003C10012	C	SAN JOSE UNIVIED SHCOOL DISTRICT	SAN JOSE	CA	175000
T003C10029	C	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	170000
T003C10034	C	BARSTOW UNIFIED SCHOOL DISTRICT	BARSTOW	CA	113497
T003C10060	C	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	170000
T003C20007	C	CAPISTRANO UNIFIED SCHL DIST	SAN JUAN CAPISTRANO	CA	172984
T003C20014	C	PASADENA UNIFIED SCHOOL DIST	PASADENA	CA	175000
T003C20038	C	POMONA UNIFIED SCHOOL DIST	POMONA	CA	186000
T003C20040	C	WOODLAND JOINT UNIFIED SCHL DIST	WOODLAND	CA	139005
T003C20062	C	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	210818
T003C20088	C	ALUM ROCK UNION ELEM SCHL DIST	SAN JOSE	CA	149500
T003D30031	D	FULLERTON SCHOOL DISTRICT	FULLERTON	CA	150000
T003D30035	D	NEWHALL SCHOOL DISTRICT	VALENCIA	CA	175000
T003D30036	D	DOS PALOS-ORO LOMA UNIFIED SCH	DOS PALOS	CA	174591
T003D30042	D	LATON UNIFIED SCHOOL DISTRICT	LATON	CA	162759
T003D30044	D	SALINAS UNION HIGH SCHOOL DIST	SALINAS	CA	199170
T003D30085	D	ESCONDIDO UNION HIGH SCHOOL DIST	ESCONDIDO	CA	175000
T003D30089	D	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	153674
T003D30092	D	SAVANNA SCHOOL DISTRICT	ANAHEIM	CA	175000
T003D30094	D	WESTMINSTER SCHOOL DISTRICT	WESTMINSTER	CA	174850
T003D30123	D	JURUPA UNIFIED SCHOOL DISTRICT	RIVERSIDE	CA	175000
T003D30131	D	EXETER UNION SCHOOL DISTRICT	EXETER	CA	175000
T003D30133	D	MENDOTA UNIFIED SCHOOL DISTRICT	MENDOTA	CA	175000
T003D30136	D	CUCAMONGA SCHOOL DISTRICT	RANCHO CUCAMONGA	CA	149994
T003D30137	D	PIXLEY UNION SCHOOL DISTRICT	PIXLEY	CA	150000
T003D30140	D	PLEASANT VALLEY SCHOOL DISTRICT	CAMARILLO	CA	175000
T003D30148	D	LODI UNIFIED SCHOOL DISTRICT	LODI	CA	150000
T003D30165	D	ROWLAND UNIFIED SCHOOL DISTRICT	ROWLAND HEIGHTS	CA	174799
T003D30177	D	NAPA CTY OFFICE OF EDUCATION	NAPA	CA	113284
T003D30179	D	SAN MATEO CTY OFFICE OF EDUCATION	REDWOOD CITY	CA	175000

TABLE 2

FY93 Title VII Part A Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003D30180	D	MONTEBELLO UNIFIED SCHOOL DIST	MONTEBELLO	CA	170000
T003D30196	D	LINCOLN UNIFIED SCHOOL DISTRICT	STOCKTON	CA	199980
T003D30207	D	VENTUA UNIFIED SCHOOL DISTRICT	VENTURA	CA	175000
T003D30208	D	CAMPBELL UNION ELEM SCHOOL DIST	CAMPBELL	CA	175000
T003D30216	D	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	200000
T003D30218	D	SAN DIEGO UNIFIED SCHOOL DISTRICT	SAN DIEGO	CA	175000
T003D30227	D	LOS ANGLES UNIFIED SCHOOL DIST	LOS ANGELES	CA	250000
T003D30239	D	SANTA PAULA ELEM SCHOOL DIST	SANTA PAULA	CA	175000
T003D30240	D	LAWNDALE SCHOOL DISTRICT	LAWNDALE	CA	150000
T003D30245	D	REDWOOD CITY SCHOOL DISTRICT	REDWOOD CITY	CA	199800
T003D30247	D	COLUSA CTY OFFICE OF EDUCATION	COLUSA	CA	175000
T003D30256	D	PASADENA UNIFIED SCHOOL DISTRICT	PASADENA	CA	175000
T003D30268	D	WRIGHT ELEMENTARY SCHOOL DISTRICT	SANTA ROSA	CA	109596
T003D30287	D	HOLTVILLE UNIFIED SCHOOL DISTRICT	HOLTVILLE	CA	175000
T003D30295	D	CAPISTRANO UNIFIED SCHOOL DIST	SAN JUAN CAPISTRANO	CA	174843
T003D30302	D	MOORPARK UNIFIED SCHOOL DISTRICT	MOORPARK	CA	91010
T003D30303	D	AZUSA UNIFIED SCHOOL DISTRICT	AZUSA	CA	175000
T003D30334	D	TEHAMA COUNTY DEPARTMENT OF ED.	RED BLUFF	CA	160000
T003D30348	D	TUSTIN UNIFIED SCHOOL DISTRICT	TUSTIN	CA	170091
T003D30354	D	EL CENTRO SCHOOL DISTRICT	EL CENTRO	CA	175000
T003D30355	D	EASTSIDE UNION SCHOOL DISTRICT	LANCASTER	CA	149970
T003D30368	D	ALUM ROCK UNION ELEM SCH DISTRICT	SAN JOSE	CA	175000
T003D30369	D	ALAMEDA CTY OFFICE OF EDUCATION	HAYWARD	CA	174981
T003D30371	D	ALAMEDA CTY OFFICE OF EDUCATION	HAYWARD	CA	175000
T003D30377	D	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES	CA	200000
T003E00019	E	INGLEWOOD UNIFIED SCHOOL DISTRICT	INGLEWOOD	CA	102627
T003E00025	E	ESCALON UNIFIED SCHOOL DISTRICT	ESCALON	CA	82383
T003E00029	E	JEFFERSON YEAR-ROUND ELEM SCHL	OAKLAND	CA	200000
T003E00031	E	REDDING SCHOOL DISTRICT	REDDING	CA	96030
T003E00040	E	ANAHEIM UNION HIGH SCHL DIST	ANAHEIM	CA	90000
T003E00045	E	SADDLEBACK VALLEY UNFD SCHL DIST	MISSION VIEJO	CA	102627
T003E00059	E	NEWPORT-MESA UNIFIED SCHL DIST	NEWPORT BEACH	CA	110730

TABLE 2

FY93 Title VII Part A Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E00061	E	LODI UNIFIED SCHOOL DISTRICT	LODI	CA	118800
T003E00063	E	ESCONDIDO UNION HIGH SCHL DIST	ESCONDIDO	CA	90000
T003E00084	E	BANNING UNIFIED SCHL DIST	BANNING	CA	96700
T003E00087	E	EMPIRE UNION SCHOOL DISTRICT	EMPIRE	CA	105300
T003E00089	E	GLENDORA UNIFIED SCHOOL DISTRICT	GLENDORA	CA	102870
T003E00112	E	SAN DIEGO COUNTY OFFICE OF ED.	SAN DIEGO	CA	155208
T003E00119	E	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	CA	49808
T003E00137	E	LOS ANGELES UNIFIED SCHOOL DISTR	LOS ANGELES	CA	107806
T003E00142	E	VALLEJO CITY UNIFIED SCHOOL	VALLEJO	CA	84857
T003E00145	E	CUPERTINO UNION SCHOOL DISTRICT	CUPERTINO	CA	41000
T003E00147	E	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	CA	110161
T003E00156	E	MERCED CITY SCHOOL DISTRICT	MERCED	CA	102000
T003E00165	E	SANTA CLARA COUNTY OFFICE OF ED	SAN JOSE	CA	121500
T003E00168	E	ALAMEDA COUNTY OFFICE OF ED	HAYWARD	CA	143127
T003E00182	E	BREA-OLINDA UNIFIED SCHOOL DIST.	BREA	CA	93846
T003E00189	E	TUSTIN UNIFIED SCHOOL DISTRICT	TUSTIN	CA	105300
T003E00193	E	RICHMOND UNIFIED SCHL DIST	RICHMOND	CA	90000
T003E10016	E	THERMALITO UNION SCHOOL DISTRICT	OROVILLE	CA	154800
T003E10017	E	NAPA VALLEY UNIFIED SCHOOL DIST	NAPA	CA	71275
T003E10033	E	TULARE CITY ELEMENTARY SCH DIST	TULARE	CA	148500
T003E10044	E	ALHAMBRA SCHOOL DISTRICT	ALHAMBRA	CA	153000
T003E10075	E	MORGAN HILL UNIFIED SCHOOL DIST	MORGAN HILL	CA	134509
T003E10083	E	SAN LEANDRO UNIFIED SCHOOL DIST	SAN LEANDRO	CA	144000
T003E10089	E	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	149267
T003E10099	E	SAN JUAN UNIFIED SCHOOL DISTRICT	CARMICHAEL	CA	157500
T003E20001	E	ORANGE UNIFIED SCHOOL DISTRICT	ORANGE	CA	160000
T003E20005	E	SAN MATEO UNION HIGH SCH DIST	SAN MATEO	CA	160000
T003E20006	E	GROSSMONT UNION HIGH SCH DIST	LA MESA	CA	170000
T003E20013	E	LITTLE LAKE CITY SCH DIST	SANTA FE SPRINGS	CA	133779
T003E20017	E	SAN JOAQUIN COUNTY OFF OF ED.	STOCKTON	CA	169145
T003E20020	E	ALAMEDA UNIFIED SCHOOL DISTRICT	ALAMEDA	CA	160000
T003E20027	E	DAVIS JOINT UNIFIED SCHOOL DIST.	DAVIS	CA	120000
T003E20028	E	RAMONA UNIFIED SCHOOL DISTRICT	RAMONA	CA	134316

TABLE 2

FY93 Title VII Part A Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E20029	E	SAN JUAN UNIFIED SCHOOL	CARMICHAEL	CA	130000
T003E20030	E	SANTA ROSA CITY SCHOOLS	SANTA ROSA	CA	160000
T003E20053	E	YUBA CITY SCHOOL DISTRICT	YUBA CITY	CA	110000
T003E20069	E	OAK GROVE ELEMENTARY SCHOOL DIST.	SAN JOSE	CA	170000
T003E20089	E	SOMIS UNION SCHOOL DISTRICT	SOMIS	CA	80000
T003E20096	E	TEMPLE CITY UNIFIED SCHOOL DIST.	TEMPLE CITY	CA	140000
T003E20097	E	FULLERTON JNT UNION HIGH SCH DIST	FULLERTON	CA	130000
T003E20106	E	SAN FRANCISCO UNIFIED SCH DIST	SAN FRANCISCO	CA	200000
T003E20109	E	NAPA VALLEY UNIF SCH DIST	NAPA	CA	119656
T003E20111	E	LOS ANGELES CTY OFF OF EDUC	DOWNEY	CA	200000
T003E20114	E	SOLANA BEACH SCH DIST	SOLANA BEACH	CA	140000
T003E20115	E	SUNNYVALE SCHOOL DISTRICT	SUNNYVALE	CA	160000
T003E20127	E	LINCOLN UNIFIED SCHOOL DISTRICT	STOCKTON	CA	158527
T003E20132	E	NORWALK-LAMIRADA UNIFIED SCH DIST	NORWALK	CA	150000
T003E20138	E	MARYVILLE JOINT UNIFED SCH DIST	MARYVILLE	CA	170000
T003E20148	E	FEMONT UNION HIGH SCH DIST	SUNNYVALE	CA	140000
T003E20153	E	GLENDORA UNIFIED SCHOOL DISTRICT	GLENDORA	CA	114030
T003E20168	E	KINGS CANYON UNIFIED SCHOOL DIST	REEDLEY	CA	160000
T003E20170	E	MARTINEZ UNIFIED SCHOOL DISTRICT	MARTINEZ	CA	140000
T003E20177	E	SAN DIEGO CTY OFFICE OF EDUCATION	SAN DIEGO	CA	180000
T003E90010	E	EAST WHITTIER CITY SCHOOL DIST.	WHITTIER	CA	80027
T003E90020	E	TAFT CITY SCHOOL DISTRICT	TAFT	CA	44487
T003E90022	E	EARLIMART SCHOOL DISTRICT	EARLIMART	CA	61348
T003E90026	E	FULLERTON JOINT H.S. DISTRICT	FULLERTON	CA	79291
T003E90031	E	TUSTIN UNIFIED SCHOOL DISTRICT	TUSTIN	CA	97453
T003E90046	E	TORRENCE U. S. D./VICTOR SCHOOL	TORRENCE	CA	90000
T003E90055	E	SADDLEBACK VALLEY UNIFIED S. D.	MISSION VIEJO	CA	86220
T003E90059	E	CUPERTINO UNION SCHOOL DISTRICT	CUPERTINO	CA	82162
T003E90071	E	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	CA	69327
T003E90084	E	PLACENTIA UNIFIED SCHOOL DISTRICT	PLACENTIA	CA	93631
T003E90105	E	LOMPOC U. S. D./LOMPOC SENIOR HS	LOMPOC	CA	84858
T003E90110	E	SACRAMENTO CITY UNIFIED SCH DIST	SACRAMENTO	CA	90000
T003E90118	E	OROVILLE CITY ELEMENTARY SCH DIST	OROVVILLE	CA	89842

TABLE 2

FY93 Title VII Part A Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E90125	E	WHITTIER UNION HIGH SCHOOL DIST.	WHITTIER	CA	95734
T003E90135	E	GLENDALE UNIFIED SCHOOL DISTRICT	GLENDALE	CA	84569
T003E90138	E	ROWLAND UNIFIED SCHOOL DISTRICT	ROWLAND HEIGHTS	CA	100000
T003E90139	E	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	99592
T003E90155	E	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	92194
T003E90161	E	LA MESA-SPRING VALLEY DISTRICT	LA MESA	CA	83993
T003E90163	E	GLENDALE UNIFIED SCHOOL DISTRICT	GLENDALE	CA	80348
T003E90171	E	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	93964
T003E90176	E	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	93964
T003E90183	E	MERCED COUNTY SCHOOLS	MERCED	CA	142256
T003E90212	E	ENTERPRISE S. D./SPECIAL PROG OFF	REDDING	CA	93111
T003G10002	G	FOUNTAIN VALLEY SCHOOL DISTRICT	FOUNTAIN VALLEY	CA	213639
T003G10003	G	WASHINGTON UNIFIED SCH. DISTRICT	WEST SACRAMENTO	CA	171146
T003G10008	G	LOS ANGELES UNIFIED SCH DISTRICT	LOS ANGELES	CA	206934
T003G20004	G	GLENDALE UNIFIED SCHOOL DISTRICT	GLENDALE	CA	231853
T003G30003	G	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	CA	194864
T003G30015	G	HEALDSBURG UNION SCHOOL DISTRICT	HEALDSBURG	CA	194395
T003G30016	G	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	238046
T003J10003	J	SOLANA BEACH SCHOOL DISTRICT	SOLANA BEACH	CA	150713
T003J10008	J	OCEANSIDE UNIFIED SCHOOL DISTRICT	OCEANSIDE	CA	83245
T003J10029	J	TORRANCE UNIFIED SCHOOL DISTIRCT	TORRANCE	CA	138095
T003J10053	J	SADDLEBACK VALLEY U. S. D.	MISSION VIEJO	CA	120161
T003J10070	J	NAPA VALLEY UNIFIED SCHOOL DIST.	NAPA	CA	123745
T003J10075	J	NEWPORT-MESA UNIFIED SCHOOL DIST.	NEWPORT BEACH	CA	125136
T003J10082	J	LA MAESTRA AMNESTY CTR/SAN DIEGO	SAN DIEGO	CA	136726
T003J10085	J	OAKLAND ARC ASSOCIATES, INC.	OAKLAND	CA	1396[illegible]
T003J10116	J	FOUNTAIN VALLEY SCHOOL DISTRICT	FOUNTAIN VALLEY	CA	117020
T003J10136	J	CALIFORNIA HUMAN DEVELOPMENT CORP	SANTA ROSA	CA	57601
T003J10144	J	STOCKTON UNIFIED SCHOOL DISTRICT	STOCKTON	CA	123618
T003J10149	J	FREMONT UNIFIED SCHOOL DISTRICT	FREMONT	CA	159796
T003J10151	J	SWEETWATER UNION HIGH SCHOOL DIST	CHULA VISTA	CA	157808

TABLE 2

FY93 Title VII Part A Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003J20005	J	ALHAMBRA SCHOOL DISTRICT	ALHAMBRA	CA	148195
T003J20006	J	RAMONA UNIFIED SCHOOL DISTRICT	RAMONA	CA	77274
T003J20021	J	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	141162
T003J20035	J	PARLIER UNIFIED SCHOOL DISTRICT	PARLIER	CA	145194
T003J20046	J	ENCINITAS UNION SCHOOL DISTRICT	ENCINITAS	CA	140730
T003J20056	J	SACRAMENTO CITY UNIFIED SCH DIST	SACRAMENTO	CA	138381
T003J20075	J	LONG BEACH UNIFIED SCH DISTRICT	LONG BEACH	CA	161505
T003J20077	J	DOS PALOS JNT UNION HIGH SCH DIST	DOS PALOS	CA	148731
T003J20084	J	FORT BRAGG UNIFIED SCHOOL DIST.	FORT BRAGG	CA	150380
T003J20107	J	YUBA CITY UNIFIED SCHOOL DISTRICT	YUBA CITY	CA	141218
T003J20110	J	RAVENSWOOD CITY SCHOOL DISTRICT	EAST PALO ALTO	CA	128162
T003J30019	J	NORWALK LAMIRADA UNIFIED SCH DIST	NORWALK	CA	135353
T003J30043	J	PARTNERS IN EDUCATION	SAN JOSE	CA	158054
T003J30045	J	LA MESA-SPRING VALLEY SCH DIST.	LA MESA	CA	126446
T003J30054	J	CAREER RESOURCES DEV CENTER	SAN FRANCISCO	CA	114317
T003J30067	J	LINCOLN UNIFIED SCHOOL DISTRICT	STOCKTON	CA	148109
T003K30014	K	MAGNOLIA SCHOOL DISTRICT	ANAHEIM	CA	140000
T003K30055	K	LIVERMORE VALLEY JOINT UNIFIED SD	LIVERMORE	CA	140000
T003K30071	K	MORELAND SCHOOL DISTRICT	SAN JOSE	CA	160000
T003K30079	K	COVINA-VALLEY UNIFIED SCHOOL DIST	COVINA	CA	148935
T003K30096	K	WOODVILLE UNION SCHOOL DISTRICT	PORTERVILLE	CA	158289
T003K30102	K	MARTINEZ UNIFIED SCHOOL DISTRICT	MARTINEZ	CA	133481
T003K30132	K	MT. DIABLO UNIFIED SCH DISTRICT	CONCORD	CA	150000
T003K30138	K	EAST WHITTIER CITY SCH DISTRICT	WHITTIER	CA	86560
T003K30148	K	SUNNYVALE SCHOOL DISTRICT	SUNNYVALE	CA	94435
T003K30191	K	CULVER CITY UNIFIED SCHOOL DIST	CULVER CITY	CA	119980
T003K30206	K	SONOMA VALLEY UNIFIED SCHOOLS	SONOMA	CA	79981
T003L10004	L	FOUNTAIN VALLEY SCHOOL DISTRICT	FOUNTAIN VALLEY	CA	180000
T003L10008	L	WOODLAND JOINT UNIFIED SCH DIST	WOODLAND	CA	159126
T003L20006	L	SOLEDAD UNION SCHOOL DISTRICT	SOLEDAD	CA	142465
T003L20017	L	REDWOOD CITY SCHOOL DISTRICT	REDWOOD CITY	CA	173867

TABLE 2

FY93 Title VII Part A Projects:

California (Cont.)

Grant Number	PA	Grantee	City	State	Grant Amount
T003L20024	L	LENNOX SCHOOL DISTRICT	LENNOX	CA	149544
T003L20038	L	SAN JUAN UNIFIED SCHOOL DISTRICT	CARMICHAEL	CA	176169
T003L20047	L	UKIAH UNIFIED SCHOOL DISTRICT	UKIAH	CA	154952
T003L20066	L	COMPTON UNIFIED SCHOOL DISTRICT	COMPTON	CA	181989
T003L20070	L	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	CA	176126
T003L30003	L	SAN MATEO COUNTY OFF OF EDUCATION	SAN MATEO	CA	140000
T003L30010	L	ANDERSON VALLEY UNIFIED SCH DIST	BOONVILLE	CA	132782
T003L30014	L	CAJON VALLEY UNION SCH DISTRICT	EL CAJON	CA	150483
T003L30019	L	AROMAS-SAN JUAN UNIFIED SCH DIST	SAN JUAN BAUTISTA	CA	155470
T003L30045	L	PASADENA UNIFIED SCHOOL DISTRICT	PASADENA	CA	174955
T003L30071	L	ALAMEDA COUNTY OFFICE OF ED.	HAYWARD	CA	243261
T003M10009	M	NEWPORT-MESA UNIFIED SCHOOL DIST	NEWPORT BEACH	CA	142200
T003M10013	M	SAN MATEO COUNTY OFFICE OF ED	REDWOOD CITY	CA	142200
T003M10022	M	WHITTIER UNION HIGH SCHOOL DIST	WHITTIER	CA	142200
T003M10023	M	HAYWARD UNIFIED SCHOOL DISTRICT	HAYWARD	CA	142200
T003M10025	M	CAMPBELL UNION HIGH SCHOOL DIST	SAN JOSE	CA	142200
T003M10042	M	WOODVILLE UNION SCHOOL DISTRICT	PORTERVILLE	CA	142200
T003M10047	M	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA	CA	142200
T003M10050	M	SAN FRANCISCO UNIFIED SCHOOL DIST	SAN FRANCISCO	CA	142200
T003M10053	M	IMPERIAL COUNTY OFFICE OF EDUC	EL CENTRO	CA	142198
T003M20003	M	SANTA ANA UIFIED SCHOOL DISTRICT	SANTA ANA	CA	175000
T003M20004	M	LA HABRA CITY SCHOOL DISTRICT	LA HABRA	CA	150000
T003M20005	M	CUTLER-ORISI UNIFIED SCHOOL DIST	OROSI	CA	130000
T003M20020	M	SADDLEBACK VAL UNIFIED SCHL DIST	MISSION VIEJO	CA	100000
T003M20022	M	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	150000
T003M20023	M	ARVIN UNION SCHOOL DISTRICT	ARVIN	CA	225000
T003M20025	M	LOST HILLS UNION SCHOOL DISTRICT	LOST HILLS	CA	79975
T003M20031	M	VISTA UNIFIED SCHOOL DISTRICT	VISTA	CA	200000
T003M20055	M	LAWNDALE SCHOOL DISTRICT	LAWNDALE	CA	175000
T003M20062	M	WESTERN PLACER UNI SCHL DISTRICT	LINCOLN	CA	170406
T003M20069	M	PASO ROBLES UNION SCHOOL DIST	PASO ROBLES	CA	100000
T003M20072	M	MOUNTAIN VIEW-LOS ALTOS UNION	MOUNTAIN VIEW	CA	110000

TABLE 2

FY93 Title VII Part A Projects:

California (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003M20076	M	WATERFORD SCHOOL DISTRICT	WATERFORD	CA	269909
T003M20079	M	ROSELAND SCHOOL DISTRICT	SANTA ROSA	CA	100000
T003M20086	M	CALEXICO UNIFIED SCHOOL DISTRICT	CALEXICO	CA	185000
T003N10002	N	FULLERTON JOINT UNION HIGH SCH D.	FULLERTON	CA	141870
T003N10011	N	OAK GROVE ELEMENTARY SCHOOL DIST	SAN JOSE	CA	142200
T003N10017	N	ALAMEDA UNIFIED SCHOOL DISTRICT	ALAMEDA	CA	142178
T003N10039	N	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	CA	142200
T003N10043	N	SUNNYVALE SCHOOL DISTRICT	SUNNYVALE	CA	142200
T003N20009	N	CAJON VALLEY UNION SCHL DISTRICT	EL CAJON	CA	145000
T003N20011	N	MT. DIABLO UNIFIED SCHOOL DIST	CONCORD	CA	175000
T003N20020	N	SAN JOSE UNIFIED SCHOOL DISTRICT	SAN JOSE	CA	150000
T003N20023	N	OCEAN VIEW SCHOOL DISTRICT	HUNTINGTON BEACH	CA	125000
T003N20024	N	BUENA PARK SCHOOL DISTRICT	BUENA PARK	CA	125000
T003N20031	N	LOS ANGELES UNIFIED SCHL DIST	VAN NUYS	CA	165000
T003N20050	N	PLACENTIA-YORBA LINDA UNI SCHL	PLACENTIA	CA	185000
T003N20053	N	HUNTINGTON BEACH UNION H.S. DIST	HUNTINGTON BEACH	CA	160000

TABLE 2

FY93 Title VII Part A Projects:

Colorado

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20032	A	ROARING FORK & [illegible]Y SCH DIST	GLENWOOD SPRINGS	CO	170000
T003A20164	A	DENVER CITY SCHOOL DISTRICT #1	DENVER	CO	72943
T003A20183	A	MAPLETON PUBLIC SCHOOLS	DENVER	CO	160000
T003A20217	A	FORT LUPTON PUBLIC SCHOOLS	FORT LUPTON	CO	145000
T003A2024[illegible]	A	ADAMS-WELD COUNTY SCHOOL DIST 27J	BRIGHTON	CO	164897
T003A20270	A	SAN LUIS VALLEY BD OF COOP SVCS	ALAMOSA	CO	174135
T003D30009	D	MAPLETON PUBLIC SCHOLS	DENVER	CO	170000
T003D30173	D	MONTEZUMA-CORTEZ SCHOOL DIST RE-1	CORTEZ	CO	143310
T003D30220	D	POUDRE SCHOOL DISTRICT R-1	FORT COLLINS	CO	174275
T003D30264	D	ST VRAIN VALLEY SCHOOL DISTRICT	LONGMONT	CO	175000
T003E20022	E	JEFFERSON COUNTY PUBLIC SCHOOLS	GOLDEN	CO	160000
T003E20051	E	ST. VRAIN VALLEY SCHOOL DIST.	LONGMONT	CO	160000
T003E20175	E	MESA COUNTY VALLEY SCHOOL DIST 51	GRAND JUNCTION	CO	119722
T003E90100	E	LITTLETON PUBLIC SCHOOLS	LITTLETON	CO	22615
T003E90119	E	BOULDER VALLEY S. D. RE2J	BOULDER	CO	91674
T003E90137	E	DENVER CITY SCHOOL DISTRICT #1	DENVER	CO	74915
T003G20008	G	AURORA PUBLIC SCHOOLS 28J	AURORA	CO	224423
T003J10031	J	UNIVERSITY OF COLORADO/BOULDER	BOULDER	CO	158510
T003J20081	J	COLORADO MOUNTAIN JR CO. DISTRICT	GLENWOOD SPRINGS	CO	122969
T003K30188	K	WELD COUNTY SCHOOL DISTRICT #6	GREELEY	CO	160000
T003L10071	L	SCHOOL DIST 1 CITY & CO/DENVER	DENVER	CO	151762
T003M20078	M	AURORA PUBLIC SCHOOLS	AURORA	CO	175000

TABLE 2

FY93 Title VII Part A Projects:

Connecticut

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90036	A	WINDHAM PUBLIC SCHOOLS/LEA	WILLIMANTIC	CT	65000
T003A90266	A	HARTFORD PUBLIC SCHOOLS	HARTFORD	CT	96582

TABLE 2

FY93 Title VII Part A Projects:

Delaware

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003D30147	D	RED CLAY CONSOLIDATED SCH DIST	WILMINGTON	DE	175000

TABLE 2

FY93 Title VII Part A Projects:

District of Columbia

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10216	A	DISTRICT OF COLUMBIA PUBLIC SCHS	WASHINGTON	DC	157498
T003A90095	A	DISTRICT OF COLUMBIA PUB SCHOOLS	WASHINGTON	DC	146338
T003E00051	E	DISTRICT OF COLUMBIA PUBLIC SCHLS	WASHINGTON	DC	112244
T003E90041	E	DISTRICT OF COLUMBIA PUBLIC SCHS	WASHINGTON	DC	95019
T003K30101	K	DISTRICT OF COLUMBIA PUBLIC SCHS	WASHINGTON	DC	130000
T003L10022	L	THE ROSEMOUNT CENTER	WASHINGTON	DC	125934

TABLE 2

FY93 Title VII Part A Projects:

Florida

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00048	A	SCHOOL BOARD OF BROWARD CO.	FORT LAUDERDALE	FL	112400
T003A10175	A	MICCOSUKEE CORPORATION	MIAMI	FL	98969
T003A90017	A	DADE COUNTY SCHOOL BOARD	MIAMI	FL	155652
T003C00029	C	BROWARD COUNTY SCHOOL BOARD	FT. LAUDERDALE	FL	136121
T003C20025	C	THE SCHL BD OF DADE CNTY, FL	MIAMI	FL	160000
T003D30109	D	SCHOOL BOARD OF PINNELLAS FLORIDA	LARGO	FL	175000
T003D30262	D	SCHOOL BD OF BROWARD CTY FLORIDA	FT LAUDERDALE	FL	150000
T003E20048	E	COLLIER COUNTY PUBLIC SCHOOL	NAPLES	FL	169810
T003E20101	E	DADE COUNTY PUBLIC SCHOOL	MIAMI	FL	79086
T003G30006	G	SCHOOL BOARD OF BROWARD CNTY	FORT LAUDERDALE	FL	152837
T003J20109	J	FLORIDA INTERNATIONAL UNIV.	MIAMI	FL	180368
T003K30087	K	OKEECHOBEE COUNTY SCHOOL BOARD	OKEECHOBEE	FL	159394
T003L10014	L	DADE COUNTY PUBLIC SCHOOLS	MIAMI	FL	154000
T003M20032	M	SCHOOL BD OF DADE CNTY, FLORIDA	MIAMI	FL	125000
T003M20045	M	SCHOOL BOARD OF BROWARD CNTY, FL	FORT LAUDERDALE	FL	200000

TABLE 2

FY93 Title VII Part A Projects:

Georgia

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E20004	E	GWINNETT COUNTY PUBLIC SCHOOLS	LAWRENCEVILLE	GA	160000

TABLE 2

FY93 Title VII Part A Projects:

Hawaii

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00125	A	HAWAII STATE DEPT OF EDUCATION	HONOLULU	HI	162000
T003A10061	A	HAWAII STATE DEPT OF EDUCATION	HONOLULU	HI	157500
T003E00021	E	HAWAII STATE DEPARTMENT OF EDUC	HONOLULU	HI	103996
T003J20022	J	UNIVERSITY OF HAWAII	HONOLULU	HI	94135

TABLE 2

FY93 Title VII Part A Projects:

Idaho

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10185	A	WILDER SCHOOL DISTRICT NO. 133	WILDER	ID	99474
T003A10227	A	SCHOOL DISTRICT NO. 381	AMERICAN FALLS	ID	134931
T003D30186	D	NAMPA SCHOOL DISTRICT #131	NAMPA	ID	110000
T003E10125	E	SHOSHONE-BANNOCK TRIBES, INC.	FORT HALL	ID	106635
T003E20157	E	BLACKFOOT SCHOOL DISTRICT #55	BLACKFOOT	ID	120000

TABLE 2

FY93 Title VII Part A Projects:

Illinois

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00157	A	WAUKEGAN PUBLIC SCHOOLS	WAUKEGAN	IL	121500
T00[illegible]	A	CHICAGO PUBLIC SCHOOLS	CHICAGO	IL	160776
T003[illegible]	A	ELGIN SCHOOL DISTRICT U-46	ELGIN	IL	168196
T003A10100	A	CMTY CONSOLIDATED SCHOOL DIST 15	PALATINE	IL	135000
T003A20163	A	ELGIN SCHOOL DISTRICT U-46	ELGIN	IL	170000
T003A90082	A	WEST AURORA SCHOOLS	AURORA	IL	75985
T003C00078	C	CHICAGO PUBLIC SCHOOLS	CHICAGO	IL	214718
T003D30146	D	CHICAGO PUBLIC SCHOOLS	CHICAGO	IL	200000
T003E00041	E	CMTY CONSOLIDATED SCHOOL DIST 146	TINLEY PARK	IL	123030
T003E00068	E	WEST CHICAGO ELEMENTARY DIST #33	WEST CHICAGO	IL	92000
T003E00075	E	URBANA SCHL DIST 116	URBANA	IL	80000
T003E10071	E	ADDISON SCHOOL DISTRICT #4	ADDISON	IL	186976
T003E10109	E	EVANSTON TOWNSHIP HIGH SCHOOL	EVANSTON	IL	94128
T003E10148	E	REAVIS HIGH SCHOOL DISTRICT #220	BURBANK	IL	65000
T003E20021	E	CICERO PUBLIC SCHOOLS DIST. 99	CICERO	IL	87867
T003E20038	E	SKOKIE SCHOOL DISTRICT 68	SKOKIE	IL	150800
T003E9006[illegible]	E	DANVILLE CMTY CONSOLIDATED SCH	DANVILLE	IL	113724
T003E900[illegible]	E	NW SUBURBAN SPECIAL EDUCATION ORG	MT. PROSPECT	IL	88622
T003E90103	E	KIM COOPERATIVE/KEENEYVILLE D 20	ROSELLE	IL	90862
T003E90104	E	BENSENVILLE ELEMENTARY S. D. #2	BENSENVILLE	IL	83700
T003E90177	E	CMTY CONSOLIDATED SCHOOL DIST 21	WHEELING	IL	82141
T003E90178	E	CICERO SCHOOL DISTRICT #99	CICERO	IL	39500
T003G30007	G	URBANA SCHOOL DISTRICT 116	URBANA	IL	146601
T003J20008	J	COMM CONSOLIDATED SCH DIST. 54	DES PLAINES	IL	146752
T003J20041	J	THE BRD OF TRUSTEE/UNIV OF IL	CHICAGO	IL	178147

TABLE 2

FY93 Title VII Part A Projects:

Illinois (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003K30117	K	ARGO-SUMMIT-BEDFORD PARK SD #204	SUMMIT	IL	160000
T003K30118	K	QUEEN BEE SCHOOL DISTRICT #16	GLENDALE HEIGHTS	IL	160000
T003K30185	K	JOLIET PUBLIC SCHOOLS 86	JOLIET	IL	140000
T003L20028	L	COMMUNITY UNIT SCHOOL DIST #300	CARPENTERSVILLE	IL	296705.

TABLE 2

FY93 Title VII Part A Projects:

Indiana

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10289	A	SCHOOL CITY OF HAMMOND	HAMMOND	IN	157158
T003A90323	A	RIVER FOREST COMMUNITY SCH CORP	HOBART	IN	153900

TABLE 2

FY93 Title VII Part A Projects:

Iowa

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00224	A	DAVENPORT COMMUNITY SCHOOL DIST	DAVENPORT	IA	101025
T003A00258	A	STORM LAKE CMTY SCHOOL DISTRICT	STORM LAKE	IA	141750
T003A20093	A	MARSHALLTOWN COMMUNITY SCH DIST	MARSHALLTOWN	IA	81299
T003A20127	A	SIOUX CITY COMMUNITY SCHOOL DIST	SIOUX CITY	IA	140842
T003A90216	A	CEDAR RAPIDS COMMUNITY S. D.	CEDAR RAPIDS	IA	82185
T003A90242	A	COLUMBUS COMMUNITY SCHOOL DIST.	COLUMBUS JUNCTION	IA	122256
T003A90247	A	WEST LIBERTY CMTY SCHOOL DISTRICT	WEST LIBERTY	IA	118870

TABLE 2

FY93 Title VII Part A Projects:

Kansas

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00043	A	LIBERAL UNIFIED SCHOOL DIST #480	LIBERAL	KS	144900
T003A20043	A	UNIFIED SCHOOL DISTRICT NO 457	GARDEN CITY	KS	175000
T003E20112	E	UNIF SCH DIST #500 KANSAS PUB SCH	KANSAS CITY	KS	180000
T003E20126	E	LIBERAL UNIFIED SCH DISTRICT	LIBERAL	KS	160000
T003K30086	K	KISMET-PLAINS UNIFIED SCHOOL DIST	KISMET	KS	103486

TABLE 2

FY93 Title VII Part A Projects:

Kentucky

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10244	A	JEFFERSON COUNTY PUBLIC SCHOOLS	LOUISVILLE	KY	157500
T003E10126	E	JEFFERSON COUNTY PUBLIC SCHOOLS	LOUISVILLE	KY	139781
T003E20105	E	BOONE COUNTY SCHOOLS	FLORENCE	KY	90000

TABLE 2

FY93 Title VII Part A Projects:

Louisiana

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10165	A	JEFFERSON PARISH PUB SCH SYSTEM	HARVEY	LA	133185
T003A10184	A	VERNON PARISH SCHOOL BOARD	LEESVILLE	LA	133708
T003A90025	A	ST. MARY PARISH SCHOOL BOARD	CENTERVILLE	LA	110206
T003D30353	D	COUSHATTA TRIBE OF LOUISIANA	ELTON	LA	125000
T003E00144	E	LAFAYETTE PARISH PUBLIC SCHOOL	LAFAYETTE	LA	89002
T003E10082	E	IBERIA PARISH SCHOOL BOARD	NEW IBERIA	LA	131472
T003E10134	E	JEFFERSON PARISH PUBLIC SCH SYS	HARVEY	LA	134451
T003E20033	E	CADDO PARISH SCHOOL BOARD	SHREVEPORT	LA	111079
T003E20133	E	EAST BATON ROUGE PARISH SCH BOARD	BATON ROUGE	LA	15994[illegible]
T003E90023	E	OUACHITA PARISH SCHOOL SYSTEM/LEA	MONROE	LA	56121
T003F10013	F	EAST BATON ROUGE PARISH SCH BOARD	BATON ROUGE	LA	171000
T003L30029	L	ST. MARY PARISH SCHOOL BOARD	CENTERVILLE	LA	185148
T003M20030	M	EAST BATON ROUGE PARISH SCHOOL BD	BATON ROUGE	LA	149335
T003M20034	M	JEFFERSON PARISH PUBLIC SCHL SYS	HARVEY	LA	110000

TABLE 2

FY93 Title VII Part A Projects:

Maine

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10253	A	INDIAN TOWNSHIP SCHOOL	PRINCETPN	ME	157500
T003A20302	A	MSAD #33	ST AGATHA	ME	149030
T003D30040	D	MAINE SCHOOL ADMIN	TURNER	ME	152784
T003E00152	E	PORTLAND PUBLIC SCHOOL	PORTLAND	ME	87030
T003E10100	E	SOUTH PORTLAND PUBLIC SCHOOLS	SOUTH PORTLAND	ME	139500
T003E20066	E	M.S.A.D. NO 71	KENNEBUNK	ME	160000
T003G10007	G	PORTLAND PUBLIC SCHOOLS	PORTLAND	ME	192261
T003K30026	K	PORTLAND PUBLIC SCHOOLS	PORTLAND	ME	110000
T003L30049	L	PORTLAND PUBLIC SCHOOLS	PORTLAND	ME	157210
T003N10049	N	PORTLAND PUBLIC SCHOOLS	PORTLAND	ME	142092

TABLE 2

FY93 Title VII Part A Projects:

Maryland

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E00110	E	FREDERICK COUNTY PUBLIC SCHOOLS	FREDERICK	MD	116250
T003E20018	E	THE HOWARD COUNTY PUBLIC SCH SYS	ELLICOTT CITY	MD	160000
T003E20052	E	QUEEN ANNE'S COUNTY BOARD OF EDUC	CENTREVILLE	MD	160000
T003E90088	E	PRINCE GEORGE'S CTY PUB SCHOOLS	UPPER MARLBORO	MD	84592
T003E90108	E	HARFORD COUNTY PUBLIC SCHOOOLS	BEL AIR	MD	76456
T003N20057	N	BALTIMORE CITY PUBLIC SCHOOLS	BALTIMORE	MD	119933

TABLE 2

FY93 Title VII Part A Projects:

Massachusetts

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00163	A	CITY OF BROCKTON/BROCKTON PUB SCH	BROCKTON	MA	114136
T003A00216	A	LAWRENCE PUBLIC SCHOOLS	LAWRENCE	MA	160608
T003A00217	A	LOWELL PUBLIC SCHOOLS	LOWELL	MA	162000
T003A00250	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	162000
T003A10023	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	157500
T003A10203	A	LOWELL PUBLIC SCHOOLS	LOWELL	MA	152673
T003A10215	A	LAWRENCE PUBLIC SCHOOLS	LAWRENCE	MA	157500
T003A10261	A	BROCKTON PUBLIC SCHOOLS	BROCKTON	MA	126175
T003A20104	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	150000
T003A20236	A	NEW BEDFORD PUBLIC SCHOOLS	NEW BEDFORD	MA	140000
T003A90026	A	SPRINGFIELD PUBLIC SCHOOLS	SPRINGFIELD	MA	138998
T003A90067	A	NEW BEDFORD PUBLIC SCHOOLS	NEW BEDFORD	MA	92685
T003A90093	A	BOSTON PUBLIC SCHOOLS	BOSTON	MA	120402
T003A90306	A	LOWELL PUBLIC SCHOOLS	LOWELL	MA	95040
T003C00014	C	HOLYOKE PUBLIC SCHOOLS	HOLYOKE	MA	135555
T003C00043	C	FRAMINGHAM PUBLIC SCHOOLS	FRAMINGHAM	MA	194309
T003C00047	C	CAMBRIDGE SCHOOL DEPARTMENT	CAMBRIDGE	MA	149658
T003C20030	C	BOSTON PUBLIC SCHOOLS	BOSTON	MA	181000
T003C20061	C	SALEM PUBLIC SCHOOLS	SALEM	MA	160000
T003D30054	D	CITY OF LYNN SCHOOL COMMITTE	LYNN	MA	175000
T003E00133	E	BOSTON PUBLIC SCHOOLS	BOSTON	MA	97200
T003E90213	E	K & F SCHOOL DISTRICT	FRAMINGHAM	MA	145836
T003L10023	L	THE NETWORK, INC.	ANDOVER	MA	190762
T003L10068	L	UNIV OF MASSACHUSETTS/BOSTON	BOSTON	MA	161126

TABLE 2

FY93 Title VII Part A Projects:

Michigan

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00066	A	BATTLE CREEK PUBLIC SCHOOLS	BATTLE CREEK	MI	119747
T003A00067	A	FARMINGTON PUBLIC SCHOOLS	FARMINGTON	MI	200000
T003A10038	A	DEARBORN PUBLIC SCHOOLS	DEARBORN	MI	146668
T003A10189	A	BERRIEN SPRINGS PUBLIC SCHOOLS	BERRIEN SPRINGS	MI	117000
T003A20181	A	DEARBORN PUBLIC SCHOOLS	DEARBORN	MI	131159
T003A90241	A	PONTIAC CITY SCHOOL DISTRICT	POINTIAC	MI	162887
T003A90295	A	DETROIT PUBLIC SCHOOLS	DETROIT	MI	131098
T003B10007	B	SCH DISTRICT OF FLINT	FLINT	MI	180000
T003E00099	E	L'ANSE AREA SCHOOLS	L'ANSE	MI	96700
T003E20025	E	MACOMB INTERMEDIATE SCHOOL DIST.	MT. CLEMENS	MI	153300
T003E20055	E	WALLED LAKE CONSOLIDATED SCHOOLS	WALLED LAKE	MI	160000
T003E20083	E	WAYNE COUNTY REG ED SERV AGENCY	WAYNE	MI	160000
T003E20134	E	BERRIEN SPRINGS PUBLIC SCHOOLS	BERRIEN SPRINGS	MI	160000
T003E90126	E	HAMTRACK PUBLIC SCHOOLS	HAMTRAMCK	MI	124106
T003E90128	E	HAMTRAMCK SCHOOL DISTRICT	HAMTRAMCK	MI	64409
T003J10048	J	GRAND RAPIDS PUBLIC SCHOOLS	GRAND RAPIDS	MI	154020
T003M20073	M	DEARBORN PUBLIC SCHOOLS	DEARBORN	MI	98105

TABLE 2

FY93 Title VII Part A Projects:

Minnesota

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00188	A	MINNEAPOLIS PUBLIC SCHOOLS	MINNEAPOLIS	MN	145587
T003A90152	A	MINNEAPOLIS PUBLIC SCHOOLS	MINNEAPOLIS	MN	95562
T003A90187	A	MINNEAPOLIS PUBLIC SCHOOLS	MINNEAPOLIS	MN	123885
T003D30064	D	SAINT PAUL PUBLIC SCHOOL	ST PAUL	MN	200000

TABLE 2

FY93 Title VII Part A Projects:

Mississippi

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E00095	E	MISSISSIPPI BND OF CHOCTAW INDNS	PHILADELPHIA	MS	121[illegible]
T003E10098	E	OXFORD PUBLIC SCHOOLS	OXFORD	MS	1242[illegible]
T003E90051	E	JACKSON PUBLIC SCHOOL DISTRICT	JACKSON	MS	65351
T003L20011	L	BILOXI PUBLIC SCHOOL DISTRICT	BILOXI	MS	162528

TABLE 2

FY93 Title VII Part A Projects:

Missouri

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E90115	E	COLUMBIA SCHOOL DISTRICT	COLUMBIA	MO	53912
T003J20028	J	INTERNATIONAL INST SAINT LOUIS	ST. LOUIS	MO	141624

TABLE 2

FY93 Title VII Part A Projects:

Montana

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00083	A	HAYS/LODGE POLE SCHOOLS - SD #50	HAYS	MT	92000
T003A00133	A	HARDIN SCHOOL DISTRICT 17H	HARDIN	MT	95526
T003A00142	A	HEART BUTTE SCHOOL DISTRICT #1	HEART BUTTE	MT	99949
T003A00245	A	BROWNING PUBLIC SCHOOLS	BROWNING	MT	117629
T003A10272	A	RONAN SCHOOL DIS[illegible] NO. 30	RONAN	MT	157480
T003A10330	A	BUSBY SCHOOL OF THE NORTHERN	HELENA	MT	93548
T003A20103	A	WYOLA SCHOOL DISTRICT #29	BIG HORN	MT	77500
T003A20135	A	JOINT SCHOOL DISTRICT #8	ARLEE	MT	70000
T003A20143	A	BOX ELDER SCHOOL DISTRIC 13-G	BOX ELDER	MT	115000
T003A20193	A	CONFED SALISH & KOOTENAI TRIBES	PABLO	MT	103500
T003A90219	A	ARLEE JOINT SCHOOL DISTRICT #8	ARLEE	MT	1021[illegible]
T003D30059	D	BOX ELDER HIGH SCHOOL DIST 13-G	BOX ELDER	MT	91000
T003D30097	D	PRYOR PUBLIC SCHOOLS	PRYOR	MT	150000
T003D30269	D	POPLAR PUBLIC SCHOOLS	POPLAR	MT	174913
T003E00153	E	HAYS/LODGE POLE SCHOOLS	HAYS	MT	73840
T003E00158	E	ST. IGNATIUS DISTRICT # 28	ST. IGNATIUS	MT	88000
T003E00178	E	MISSOULA ELEMENTARY SCHOOL	MISSOULA	MT	102627
T003E10056	E	SCHOOL DISTRICT 87-J	BOX ELDER	MT	71149
T003E20077	E	ST. IGNATIUS SCHOOL DISTRICT #28	ST. IGNATIUS	MT	80000
T003E20122	E	MISSOULA SCHOOL DISTRICT #1	MISSOULA	MT	80000
T003E90028	E	ROCKY BOY TRIBAL HIGH SCHOOL	BOX ELDER	MT	90426
T003K30017	K	POPLAR PUBLIC SCHOOLS	POPLAR	MT	160000
T003K30049	K	MISSOULA COUNTY HIGH SCHOOL DIST	MISSOULA	MT	85000
T003K30178	K	BOX ELDER SCHOOL DISTRICT #87J	BOX ELDER	MT	80000
T003L20071	L	BROWNING PUBLIC SCHOOLS	BROWNING	MT	144000

TABLE 2

FY93 Title VII Part A Projects:

Nebraska

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20351	A	SCHOOL DISTRICT OF GRAND ISLAND	GRAND ISLAND	NE	163173
T003E20010	E	EDUCATIONAL SERVICES UNIT 10	KEARNEY	NE	156718
T003E90043	E	PAPILLION-LAVISTA PUBLIC SD #27	LAVISTA	NE	65420
T003K30089	K	SOUTH SIOUX CITY CMTY SCHOOLS	SOUTH SIOUX CITY	NE	159573
T003M20094	M	LINCOLN PUBLIC SCHOOLS	LINCOLN	NE	179981

TABLE 2

FY93 Title VII Part A Projects:

Nevada

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003K30209	K	CLARK COUNTY SCHOOL DISTRICT	LAS VEGAS	NV	146565

TABLE 2

FY93 Title VII Part A Projects:

New Hampshire

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E10142	E	NASHUA SCHOOL DEPARTMENT	NASHUA	NH	146954

TABLE 2

FY93 Title VII Part A Projects:

New Jersey

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90179	A	UNION CITY BOARD OF EDUCATION	UNION CITY	NJ	89976
T003E20054	E	NEWARK BOARD OF EDUCATION	NEWARK	NJ	174212

TABLE 2

FY93 Title VII Part A Projects:

New Mexico

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00089	A	TOADLENA SCHOOL	TOADLENA	NM	121500
T003A00115	A	SOCORRO CONSOLIDATED SCHOOLS	SOCORRO	NM	123930
T003A00135	A	DEMING PUBLIC SCHOOLS	DEMING	NM	181566
T003A00149	A	DEXTER CONSOLIDATED SCHOOLS	DEXTER	NM	141418
T003A00177	A	ROSWELL INDEPENDENT SCHOOL DIST	ROSWELL	NM	91088
T003A00201	A	CENTRAL CONSOLIDATED SCH DIST 22	SHIPROCK	NM	120438
T003A10041	A	SILVER CONSOLIDATED SCHOOL DIST	SILVER CITY	NM	157356
T003A10050	A	PENASCO INDEPENDENT SCHOOL DIST	PENASCO	NM	157500
T003A10063	A	MESA VISTA CONSOLIDATED SCHOOLS	EL RITO	NM	157034
T003A10112	A	ALBUQUERQUE PUBLIC SCHOOLS	ALBUQUERQUE	NM	157500
T003A10180	A	WAGON MOUND PUBLIC SCHOOLS	WAGON MOUND	NM	130500
T003A10193	A	PUEBLO PINTADO COMMUNITY SCHOOL	CUBA	NM	157454
T003A10222	A	TO'HAJIILEE COMMUNITY SCHOOL	LAGUNA	NM	157500
T003A10257	A	LOS LUNAS SCHOOLS	LOS LUNAS	NM	145553
T003A10275	A	TAOS MUNICIPAL SCHOOLS	TAOS	NM	157500
T003A20028	A	QUESTA INDEPENDENT SCHOOLS	QUESTA	NM	175000
T003A20109	A	TAOS MUNICIPAL SCHOOLS	TAOS	NM	170000
T003A20129	A	ARTESIA PUBLIC SCHOOLS	ARTESIA	NM	170000
T003A20185	A	PECOS SCHOOL DISTRICT	PECOS	NM	169873
T003A20252	A	BELEN CONSOLIDATED SCHOOL DIST	BELEN	NM	170000
T003A20253	A	BOARD OF ED/SANTA FE PUBLIC SCHS	SANTA FE	NM	170000
T003A20331	A	ALBUQUERQUE PUBLIC SCHOOLS	ALBUQUERUE	NM	175000
T003A90094	A	TORREON DAY SCHOOL (N. J. O.)	CUBA	NM	152887
T003A90107	A	PENASCO INDEPENDENT SCH DIST #4	PENASCO	NM	141750
T003A90210	A	POJOAQUE VALLEY SCHOOL DISTRICT	SANTA FE	NM	123345
T003A90215	A	ESPANOLA PUBLIC SCHOOLS	ESPANOLA	NM	135483
T003A90236	A	ESPANOLA PUBLIC SCHOOLS	ESPANOLA	NM	91522
T003A90265	A	JEMEZ MOUNTAIN SCHOOLS	GALLINA	NM	119691
T003A90282	A	LAS VEGAS WEST PUBLIC SCHOOLS	LAS VEGAS	NM	195619
T003D30041	D	MESA VISTA CONSOLIDATED SCH DIST	EL RITO	NM	174963
T003D30056	D	COBRE CONSOLIDATED SCHOOL DIST	BAYARD	NM	174912
T003D30261	D	ARTESIA PUBLIC SCHOOLS	ARTESIA	NM	175000

TABLE 2

FY93 Title VII Part A Projects:

New Mexico (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003D30319	D	JEMEZ MOUNTAIN SCHOOLS, #53	GALLINA	NM	136130
T003D30336	D	SANTA CLARA DAY SCHOOL	ESPONOLA	NM	139259
T003D30347	D	PENASCO INDEPENDENT SCH DIST #4	PENASCO	NM	175000
T003E10105	E	TULAROSA MUNICIPAL SCHOOL DIST	TULAROSA	NM	114409
T003E20011	E	BOARD OF EDUCATION	ALBUQUERQUE	NM	180000
T003E20099	E	BERNALILLO PUBLIC SCHOOLS	BERNALILLO	NM	160000
T003E20121	E	RUIDOSO MUNICIPAL SCH	RUIDOSO	NM	140000
T003E20123	E	MAGDALENA MUNICIPAL SCHOOLS	MAGDALENA	NM	120000
T003L10069	L	ZUNI PUBLIC SCHOOL DISTRICT	ZUNI	NM	156849
T003L20016	L	GADSDEN INDEPENDENT SCH DIST #16	ANTHONY	NM	200259
T003L20023	L	ALBUQUERQUE PUBLIC SCHOOLS	ALBUQUERQUE	NM	183347
T003L20060	L	TAOS MUNICIPAL SCHOOLS	TAOS	NM	172948
T003L30032	L	TORREON DAY SCHOOL	CUBA	NM	137755
T003L30057	L	BOARD OF EDUCATION	SANTA FE	NM	174007

TABLE 2

FY93 Title VII Part A Projects:

New York

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00025	A	NEW YORK CITY BRD OF EDUCATION	NEW YORK	NY	137481
T003A00049	A	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	47208
T003A00050	A	NYC BOARD OF ED/COMMUNITY SD #18	BROOKLYN	NY	129600
T003A00112	A	NYC BOARD OF ED/CMTY S. D. #30Q	LONG ISLAND CITY	NY	139194
T003A00121	A	NYC BOARD OF ED/COMMUNITY SD 13	BROOKLYN	NY	113400
T003A00148	A	NYC BOARD OF ED/COMMUNITY S. D. 3	NEW YORK	NY	162000
T003A00155	A	NYC BOARD OF ED/COMMUNITY S D 75	NEW YORK CITY	NY	103256
T003A00174	A	NYC BD OF ED/HIGH SCH FUNDED PROG	BROOKLYN	NY	145746
T003A00184	A	NYC BD ED/THEODORE ROOSEVELT H.S.	BRONX	NY	141660
T003A00189	A	NYC BD OF ED/AUTOMOTIVE HIGH SCH	BROOKLYN	NY	153900
T003A00205	A	NYC BD ED/BRONX SPEC ED REG'L OFC	BRONX	NY	90000
T003A00207	A	COMMUNITY SCHOOL DISTRICT 24Q	GLENDALE	NY	173015
T003A00208	A	NYC BD OF ED/AUXILIARY SVCS H.S.	BRONX	NY	144000
T003A00209	A	NEW YORK CITY BD OF EDUCATION	BROOKLYN	NY	141750
T003A00221	A	NYC BD OF EDUC/DIV OF HIGH SCHS	BROOKLYN	NY	153900
T003A10012	A	NEW YORK CITY BOARD OF EDUCATION	BRONX	NY	146761
T003A10014	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	157368
T003A10020	A	COMMUNITY SCHOOL DISTRICT #19	BROOKLYN	NY	156945
T003A10021	A	NYC BOARD OF ED/COMMUNITY SD #10	BRONX	NY	157232
T003A10056	A	COMMUNITY SCHOOL DISTRICT 28	FOREST HILLS	NY	157500
T003A10086	A	LONG BEACH CITY SCHOOL DISTRICT	LONG BEACH	NY	134748
T003A10087	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	134944
T003A10097	A	CITY SCHOOL DISTRICT/ROCHESTER	ROCHESTER	NY	142481
T003A10099	A	NYC BD OF EDUCATION/CMTY SD #27	OZONE PARK	NY	157500
T003A10116	A	NEW YORK BOARD OF EDUCATION	BROOKLYN	NY	156723
T003A10130	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	156754
T003A10148	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	157289
T003A10153	A	COMMUNITY SCHOOL DISTRICT 26	BAYSIDE	NY	85950
T003A10197	A	COMMUNITY SCHOOL DISTRICT TWO	NEW YORK	NY	157500
T003A10201	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	111561
T003A10217	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	157496
T003A10250	A	COMMUNITY SCHOOL DISTRICT 14	BROOKLYN	NY	157500
T003A20002	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	173452

TABLE 2

FY93 Title VII Part A Projects:

New York (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20037	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	170000
T003A20052	A	NEW YORK CITY PUBL[illegible]OOLS	BROOKLYN	NY	159975
T003A20081	A	NEW YORK CITY BARD [illegible]ATION	BROOKLYN	NY	164586
T003A20094	A	NYC PUBLIC SCHOOLS COMTE SCH DIST	BROOKLYN	NY	174681
T003A20108	A	NYC PUB SCHOOLS/CMTY S.D. #5	NEW YORK	NY	180000
T003A20114	A	COMMUNITY SCHOOL DISTRICT 22	BROOKLYN	NY	170000
T003A20130	A	YONKERS CITY SCHOOL DISTRICT	YONKERS	NY	175000
T003A20173	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	159782
T003A20182	A	COMMUNITY SCHOOL DISTRICT 29	ROSEDALE	NY	169691
T003A20184	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	170000
T003A20290	A	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	170000
T003A20330	A	NYC PUBLIC SCHOOLS - CMTY SD #1	NEW YORK	NY	170000
T003A20350	A	NYC PUB SCHOOLS/CMTY S. D. #6	NEW YORK	NY	174703
T003A20366	A	NYC PUB SCHOOLS/CMTY S. D. 24Q	GLENDALE	NY	170000
T003A90008	A	NYC BOARD OF ED./CMTY. S. D. #1	NEW YORK	NY	113527
T003A90019	A	NYC BOARD OF ED./CMTY S. D. #1	NEW YORK	NY	199211
T003A90063	A	NYC BD OF EDUCATION/S BRONX H.S.	BRONX	NY	169939
T003A90092	A	NYC BOARD OF EDUCATION	BROOKLYN	NY	236917
T003A90111	A	NYC BOARD OF ED/SOUTH SHORE HS	BROOKLYN	NY	232812
T003A90115	A	NYC COMMUNITY SCHOOL DIST #26	BAYSIDE	NY	82364
T003A90123	A	NYC BOARD OF ED./BROOKLYN PUB HS	BROOKLYN	NY	187579
T003A90129	A	NYC BOARD OF ED/LONG ISLAND H. S.	CORONA	NY	192880
T003A90135	A	NYC BOARD OF ED./CMTY. S. D. #27	OZONE PARK	NY	180868
T003A90139	A	NYC BOARD OF ED/ERASMUS HALL HS	BROOKLYN	NY	130753
T003A90166	A	FLUSHING COMMUNITY SCHOOL DIST 25	FLUSHING	NY	133722
T003A90171	A	NYC BOARD OF ED.[illegible] S. D. #5	NEW YORK	NY	106920
T003A90174	A	NYC BOARD OF ED./[illegible]NSON H. S.	NEW YORK	NY	136130
T003A90181	A	NYC BOARD OF ED./CMTY S. D. #11	NEW YORK	NY	223109
T003A90193	A	NEW YORK CITY BD OF ED/BROOKLYN	BROOKLYN	NY	134747
T003A90275	A	NYC COMMUNITY SCHOOL DISTRICT #7	BRONX	NY	138540
T003A90297	A	NYC BOARD OF ED/CMTY S. D. 15	BROOKLYN	NY	85771
T003A90330	A	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	169884

TABLE 2

FY93 Title VII Part A Projects:

New York (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003C00032	C	COMMUNITY SCHOOL DISTRCT #2	NEW YORK	NY	149254
T003C00091	C	NYC BOARD OF EDUCATION/CMTY SD #3	NEW YORK	NY	178924
T003C00107	C	COMMUNITY SCHOOL DISTRICT #6	NEW YORK	NY	172233
T003C10006	C	MT. VERNON PUBLIC SCHOOLS	MT. VERNON	NY	162843
T003C10018	C	NEW YORK CITY PUBLIC SCHOOLS	NEW YORK	NY	157305
T003C10026	C	COMMUNITY SCHOOL DIST #10/BRONX	BRONX	NY	140250
T003C20006	C	ROCHESTER CITY SCHOOL DIST	ROCHESTER	NY	149993
T003C20032	C	NYC PUBLIC SCHOOLS	BROOKLYN	NY	150000
T003C20054	C	NEWBURGH ENLARGED CITY SCHL DIST	NEWBURGH ORANGE	NY	157610
T003C20080	C	BEACON CITY SCHOOL DISTRICT	BEACON	NY	173981
T003D30019	D	NEW YORK CITY PUBLIC SCHOOLS #4	BROOKLYN	NY	150000
T003D30084	D	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	175000
T003D30101	D	PROJECT VIDA	NEW YORK	NY	195000
T003D30106	D	NEW YORK CITY PUBLIC SCH DIST #6	NEW YORK	NY	171988
T003D30126	D	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	175000
T003D30130	D	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	200000
T003D30134	D	COMMUNITY SCHOOL DISTRICT TEN	BRONX	NY	175000
T003D30138	D	NEW YORK CITY PUBLIC SCHOOL	BROOKLYN	NY	175000
T003D30139	D	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	200000
T003D30142	D	COMMUNITY SCHOOL DISTRICT 15	BROOKLYN	NY	175000
T003D30154	D	COMMUNITY SCHOOL DISTRICT #28	FOREST HILLS	NY	175000
T003D30162	D	COMMUNITY SCHOOL DISTRICT #4	NEW YORK	NY	175000
T003D30242	D	PROJECT CUATRO CASAS	BROOKLYN	NY	175000
T003D30248	D	NEW YORK CITY PUBLIC SCHOOLS	NEW YORK	NY	205000
T003D30296	D	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	175000
T003D30305	D	NEW YORK CITY PUBLIC SCHOOL	BROOKLYN	NY	175000
T003D30325	D	LONG BEACH CITY SCHOOL DISTRICT	LONG BEACH	NY	150000
T003E00065	E	COMMUNITY SCHOOL DISTRICT 22	BROOKLYN	NY	126360
T003E00074	E	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	122877
T003E00100	E	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	143100
T003E00116	E	NEW YORK CITY BOARD OF EDUCATION	BROOKLYN	NY	102627

TABLE 2

FY93 Title VII Part A Projects:

New York (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E00130	E	NEW YORK CITY BOARD/EDUC CSD #25	QUEENS	NY	121500
T003E00161	E	ELMONT UNION FREE SCHOOL DISTRICT	ELMONT	NY	86627
T003E00162	E	COMMUNITY SCHOOL DISTRICT #2	NEW YORK	NY	143127
T003E10041	E	NEW YORK CITY BD OF EDUCATION	BROOKLYN	NY	147210
T003E10081	E	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	161590
T003E20008	E	N.Y.C. COMMUNITY SCH DIST 30Q	LONG ISLAND CITY	NY	180000
T003E20073	E	NEW YORK CITY BOARD OF EDUCATION	NEW YORK	NY	180000
T003E20094	E	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	150000
T003E20098	E	NEW YORK CITY PUBLIC SCHOOL	LONG ISLAND CITY	NY	180000
T003E20119	E	BUFFALO CITY SCH DIST	BUFFALO	NY	159994
T003E20135	E	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	140000
T003E20152	E	YONKERS CITY SCHOOL DISTRICT	YONKERS	NY	197800
T003E90069	E	NYC COMMUNITY SCHOOL DIST. #26Q	BAYSIDE	NY	73102
T003E90086	E	NEW YORK CITY/CMTY S.D. #18	BROOKLYN	NY	72900
T003E90153	E	NEW YORK CITY BOARD OF ED.	BROOKLYN	NY	60435
T003G10004	G	NEW YORK CITY PUBLIC SCHOOLS	NEW YORK	NY	217896
T003G20002	G	NEW YORK CITY BOARD OF EDUCATION	LI CITY	NY	212744
T003J10002	J	NYB BOARD OF ED/SEWARD PARK H. S.	NEW YORK	NY	136722
T003J10013	J	BROOKLYN COMMUNITY SCHOOL DIST 18	BROOKLYN	NY	165751
T003J10131	J	NEW YORK CITY BOARD OF EDUCATION	BRONX	NY	128959
T003J20038	J	DIV OF SPECIAL ED/NY PUB SCHOOLS	BROOKLYN	NY	147000
T003J20062	J	COMMUNITY SCHOOL DISTRICT FIVE	NEW YORK	NY	108735
T003J20064	J	BOCES SOUTHERN WESTCHESTER	ELMSFORD	NY	138154
T003J20111	J	NEW YORK COMM SCHOOL DISTRICT 10	BRONX	NY	146478
T003J30025	J	NYC BOARD OF ED/COMMUNITY DIST.#1	NEW YORK	NY	135638
T003K30121	K	ITHACA CITY SCHOOL DISTRICT	ITHACA	NY	140000
T003K30149	K	NYC PUBLIC SCHOOLS (PROJECT LEP)	BROOKLYN	NY	126259

TABLE 2

FY93 Title VII Part A Projects:

New York (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003L20014	L	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	180000
T003L20075	L	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	182541
T003L30002	L	WHITE PLAINS CITY SCHOOL DISTRICT	WHITE PLAINS	NY	172172
T003L30021	L	NYC PUBLIC SCHOOLS (STORY TECH)	BROOKLYN	NY	213613
T003L30043	L	NEW YORK CITY BOARD OF EDUCATION	BRONX	NY	151383
T003M10018	M	NEW YORK CITY PUBLIC SCHOOLS/LIVI	BROOKLYN	NY	157500
T003M10027	M	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	157500
T003M10054	M	NEW YORK CITY CMTY SCHOOL DIST 30	LONG ISLAND CITY	NY	137726
T003M20009	M	NYC BOARD OF EDUCATION	BROOKLYN	NY	179999
T003M20012	M	NYC PUBLIC SCHOOLS (12)	BROOKLYN	NY	150000
T003M20013	M	NEW YORK CITY PUBLIC SCHOOLS (13)	BROOKLYN	NY	175000
T003M20014	M	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	125000
T003M20019	M	BUFFALO CITY SCHOOL DISTRICT	BUFFALO	NY	175000
T003M20024	M	NEW YORK CITY PUBLIC SCHOOLS (24)	NEW YORK	NY	144945
T003M20033	M	NEW YORK CITY PUBLIC SCHOOL (33)	BROOKLYN	NY	160000
T003M20044	M	NEW YORK CITY PUBLIC SCHOOLS	NEW YORK	NY	80000
T003M20059	M	NEW YORK CITY PUBLIC SCHOOL (59)	BROOKLYN	NY	175000
T003M20063	M	COMMUNITY SCHOOL DISTRICT 2	NEW YORK	NY	168243
T003M20065	M	NEW YORK CITY PUBLIC SCHOOLS (65)	BROOKLYN	NY	275000
T003M20087	M	NEW YORK PUBLIC SCHOOLS	BRONX	NY	170000
T003N10009	N	NEW YORK CITY BD OF EDUC/CSD 26Q	BAYSIDE	NY	135000
T003N20002	N	NEW YORK CITY PUBLIC SCHLS (1)	BROOKLYN	NY	100000
T003N20004	N	NEW YORK CITY PUBLIC SCHOOLS (3)	BROOKLYN	NY	125000
T003N20007	N	NEW YORK CITY PUBLIC SCHOOLS (7)	BROOKLYN	NY	175000
T003N20061	N	NEW YORK CITY PUBLIC SCHOOLS #12	BRONX	NY	175000

TABLE 2

FY93 Title VII Part A Projects:

North Dakota

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00241	A	SOLEN PUBLIC SCHOOL	SOLEN	ND	92704
T003A10004	A	NEW TOWN PUBLIC SCHOOL DISTRICT 1	NEW TOWN	ND	144000
T003A10084	A	TWIN BUTTES SCHOOL DISTRICT #37	HALLIDAY	ND	112500
T003A10342	A	FORT YATES SCHOOL DISTRICT #4	FORT YATES	ND	126000
T003A20024	A	MANDAREE PUBLIC SCHOOL	MANDAREE	ND	139361
T003A20029	A	SOLEN PUBLIC SCHOOL	SOLEN	ND	170000
T003A2021[illegible]	A	THEODORE JAMERSON ELEMENTARY SCH	BISMARCK	ND	110000
T003A90271	A	WHITE SHIELD SCHOOL	ROSEGLEN	ND	113886
T003A90274	A	BISMARCK PUBLIC SCHOOLS	BISMARCK	ND	171720
T003D30053	D	FORT YATES SCHOOL DISTRICT #4	FORT YATES	ND	150000
T003E20003	E	FARGO PUBLIC SCHOOL DISTRICT	FARGO	ND	150000

TABLE 2

FY93 Title VII Part A Projects:

Ohio

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00079	A	WORTHINGTON CITY SCHOOLS	WORTHINGTON	OH	113400
T003A90198	A	LORAIN CITY SCHOOL DISTRICT	LORAIN	OH	109116
T003E10106	E	CINCINNATI PUBLIC SCHOOLS	CINCINNATI	OH	101878
T003E20059	E	PARMA CITY SCHOOL DISTRICT	PARMA	OH	80000

TABLE 2

FY93 Title VII Part A Projects:

Oklahoma

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00059	A	GREASY SCHOOL	STILWELL	OK	97496
T003A00061	A	HOLLIS PUBLIC SCHOOLS	HOLLIS	OK	98007
T003A00158	A	OKLAHOMA CITY PUBLIC SCHOOLS	OKLAHOMA CITY	OK	141750
T003A00262	A	DAHLONEGAH PUBLIC SCHOOL	STILWELL	OK	96096
T003A10008	A	NORWOOD SCHOOL	HULBERT	OK	153267
T003A10103	A	WELEETKA PUBLIC SCHOOLS I-31	WELEETKA	OK	153290
T003A10133	A	DUSTIN INDEPENDENT SCHOOL DIST	DUSTIN	OK	117276
T003A10150	A	RYAL DEPENDENT SCHOOL DISTRICT #3	HENRYETTA	OK	107013
T003A10220	A	CAVE SPRINGS SCHOOL	STILWELL	OK	128497
T003A10251	A	FRONTIER PUBLIC SCHOOLS I-004	RED ROCK	OK	116276
T003A10252	A	GUM SPRINGS DEPENDENT SCHOOL	GORE	OK	125000
T003A1030[illegible]	A	KENWOOD DEPENDENT SCHOOL	SALINA	OK	135000
T003A103[illegible]	A	WYNONA PUBLIC SCHOOL	WYNONA	OK	129600
T003A20022	A	SHADY GROVE SCHOOL DIST #26	HULBERT	OK	140000
T003A20046	A	WELEETKA PUBLIC SCH DIST NO I-31	WELEETKA	OK	137754
T003A20049	A	CLINTON PUBLIC SCHOOLS	CLINTON	OK	139000
T003A20050	A	BRIGGS C044	TAHLEQUAH	OK	126136
T003A20221	A	TENKILLER PUBLIC SCHOOL DIST 66	WELLING	OK	150000
T003A20242	A	KENWOOD DEPENDENT SCHOOL	SALINA	OK	60000
T003A20260	A	WOODALL PUBLIC SCHOOL DISTRICT 21	TAHLEQUAH	OK	160000
T003A20294	A	ROCKY MOUNTAIN SCHOOL	STILWELL	OK	160000
T003A20299	A	CENTRAL INDEPENDENT SCHOOL	SALLISAW	OK	91159
T003A20361	A	KEYS ELEMENTARY SCHOOL DISTRICT	PARK HILL	OK	125000
T003A90021	A	MASON PUBLIC SCHOOLS	MASON	OK	94692
T003A90033	A	SPAVINAW HILLS CONSORTIUM	SPAVINAW	OK	123000
T003A90066	A	STILWELL PUBILC SCHOOLS I-25	STILWELL	OK	119710
T003A90185	A	CAVE SPRINGS HIGH SCHOOL	STILWELL	OK	131512
T003A90208	A	SKELLY PUBLIC SCHOOL	WATTS	OK	97280
T003A90263	A	LITTLE AXE SCHOOL	NORMAN	OK	91827
T003[illegible]	D	TENKILLER PUBLIC SCHOOL D-66	WHELLING	OK	109689
T003[illegible]	D	STILWELL PUBLIC SCHOOL I-25	STILWELL	OK	120000
T003D30086	D	GORE PUBLIC SCHOOL	GORE	OK	129696

TABLE 2

FY93 Title VII Part A Projects:

Oklahoma (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003D30170	D	WILSON INDEPENDENT SCH DIST	HENRYETTA	OK	150000
T003D30182	D	JUSTICE PUBLIC SCHOOL	WEWOKA	OK	129961
T003D30183	D	LITTLE AXE PUBLIC SCHOOLS	NORMAN	OK	90000
T003D30250	D	GUM SPRINGS PUBLIC SCHOOL	GORE	OK	80000
T003D30279	D	MARYETTA ELEMENTARY SCHOOL	STILWELL	OK	129658
T003D30290	D	KANSAS PUBLIC SCHOOLS DIST I-3	KANSAS	OK	164795
T003D30307	D	BELFONTE DEPENDENT SCH DIST.#50	MULDROW	OK	125000
T003D30314	D	BRUSHY SCHOOL DISTRICT D-36	SALLISAW	OK	150000
T003D30316	D	YALE ELEMENTARY	YALE	OK	140000
T003D30361	D	GRAND VIEW C034	TAHLEQUAH	OK	150000
T003D30362	D	LEACH SCHOOL DISTRICT 14	TWIN OAKS	OK	100000
T003E00026	E	TAHLEQUAH PUBLIC SCHOOLS	TAHLEQUAH	OK	97200
T003E00054	E	PEGGS SCHOOL DISTRICT #31	PEGGS	OK	90000
T003E10024	E	DUSTIN INDEPENDENT SCHOOL DIST	DUSTIN	OK	94969
T003E10079	E	NORTH ROCK CREEK SCHOOL	SHAWNEE	OK	77350
T003E10108	E	MARYETTA ELEMENTARY SCHOOL	STILWELL	OK	144001
T003E20015	E	PLEASANT GROVE SCHOOL	SHAWNEE	OK	102800
T003E20031	E	SPAVINAW SPECIAL ALTERNATIVE PRGM	SPAVINAW	OK	120000
T003E20047	E	WESTVILLE SCHOOL(I011)	WESTVILLE	OK	139822
T003E20076	E	CENTRAL SCHOOL(I007)	SALLISAW	OK	86683
T003E20093	E	FRONTIER PUBLIC SCHOOL I-4	RED ROCK	OK	85000
T003E20130	E	CHRISTIE SCHOOL DISTRICT	WESTVILLE	OK	80000
T003E20151	E	WATONGA PUBLIC SCHOOLS	WATONGA	OK	70000
T003E20154	E	WELCH PUBLIC SCHOOLS	WELCH	OK	74555
T003E20155	E	NORMAN PUBLIC SCHOOL	NORMAN	OK	128310
T003E20163	E	OSAGE COUNTY EDUCATIONAL COOP	AVANT	OK	110000
T003E20174	E	VIAN INDEPENDENT SCHOOL DIST I-2	VIAN	OK	100069
T003E90003	E	HULBERT SCHOOL I-16	HULBERT	OK	98886
T003E90091	E	SHAWNEE PUBLIC SCHOOLS, I-93	SHAWNEEE	OK	94900
T003E90143	E	MCCURTAIN COUNTY BILINGUAL CO-OP	IDABEL	OK	69162
T003E90148	E	COLCORD PUBLIC SCHOOLS	COLCORD	OK	98558

TABLE 2

FY93 Title VII Part A Projects:

Oklahoma (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E90157	E	MARBLE CITY DEPENDENT SCHOOL DIST	MARBLE CITY	OK	97920
T003E90159	E	LITTLE AXE PUBLIC SCHOOL	NORMAN	OK	65202
T003E90234	E	BARNSDALL SCHOOL DISTRICT	BARNSDALL	OK	89572
T003J20004	J	BRIGGS ELEMENTARY SCHOOL	TAHLEQUAH	OK	99442
T003L10002	L	SPAVINAW SCHOOL DISTRICT	SPAVINAW	OK	232264
T003L20026	L	IKWAI F.O.R.C.E	CHOCTAW	OK	173601
T003L20057	L	WYNONA SCHOOL/OSAGE COUNTY COOP	WYNONA	OK	210827
T003L30006	L	MARBLE CITY SCHOOL DISTRICT	MARBLE CITY	OK	204236
T003L30074	L	MARYETTA ELEMENTARY SCHOOL	STILWELL	OK	255187
T003N10046	N	HARTSHORNE PUBLIC SCHOOLS	HARTSHORNE	OK	142200

TABLE 2

FY93 Title VII Part A Projects:

Oregon

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A10003	A	YAMHILL EDUCATION SERVICE DIST	MCMINNVILLE	OR	157211
T003A10290	A	ONTARIO SCHOOL DISTRICT 8C	ONTARIO	OR	157158
T003A20352	A	EUGENE SCHOOL DISTRICT	EUGENE	OR	70000
T003C00051	C	SALEM-KEIZER SCHOOL DISTIRCT #24J	SALEM	OR	141651
T003D30197	D	HERMISTON DISTRICT #8-R	HERMISTON	OR	142806
T003D30380	D	WASHINGTON COUNTY DISTRICT 15	FOREST GROVE	OR	171115
T003E00035	E	SALEM-KEIZER SCHOOL DISTRICT 24J	SALEM	OR	96030
T003E00108	E	UMATILLA EDUCATION SERVICE DIST	PENDLETON	OR	95999
T003E00117	E	UMATILLA EDUCATION SERVICE	PENDLETON	OR	81000
T003E20081	E	KLAMATH ADULT LEARNING CENTER	KLAMATH FALLS	OR	50000
T003E20090	E	KLAMATH COUNTY SCHOOL DISTRICT	KLAMATH FALLS	OR	130000
T003E20149	E	WOODBURN SCHOOL DISTRICT	WOODBURN	OR	160000
T003E20164	E	MORROW COUNTY SCHOOL DISTRICT	LEXINGTON	OR	106665
T003E90017	E	UMATILLA EDUCATION SERVICE DIST.	PENDELTON	OR	120634
T003E90102	E	MARION ED SERVICE DISTRICT	SALEM	OR	89559
T003E90122	E	KLAMATH UNION HIGH SCHOOL DIST #2	KLAMATH FALLS	OR	75378
T003E90131	E	JACKSON ED. SERVICE DISTRICT	MEDFORD	OR	92954
T003J10110	J	SCHOOL DISTRICT #1	PORTLAND	OR	143477
T003K30021	K	MILTON-FREEWATER DISTRICT #31	MILTON-FREEWATER	OR	140000
T003K30075	K	GERVAIS ELEMENTARY SCH DIST #76	GERVAIS	OR	80000
T003K30197	K	PORTLAND SCHOOL DISTRICT #1	PORTLAND	OR	150000

TABLE 2

FY93 Title VII Part A Projects:

Pennsylvania

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003B10004	B	SCHOOL DIST OF PHILADELPHIA	PHILADELPHIA	PA	166836
T003E00052	E	SCHOOL DISTRICT OF PHILADELPHIA	PHILIDELPHIA	PA	113400
T003E20037	E	SCHOOL DISTRICT OF PITTSBURGH	PITTSBURGH	PA	43761
T003G30012	G	BETHLEHEM AREA SCHOOL DISTRICT	BETHLEHEM	PA	273802

TABLE 2

FY93 Title VII Part A Projects:

Rhode Island

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003E10037	E	BRISTOL/WARREN REGIONAL SCH DIST	BRISTOL	RI	153000
T003E10074	E	WEST WARWICK SCHOOL DEPARTMENT	WEST WARWICK	RI	84556
T003L20013	L	PROVIDENCE SCHOOL DEPARTMENT	PROVIDENCE	RI	191890
T003N10051	N	PAWTUCKET SCHOOL DEPARTMENT	PAWTUCKET	RI	122270

TABLE 2

FY93 Title VII Part A Projects:

South Carolina

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90136	A	RICHLAND COUNTY SCHOOL DIST #1	COLUMBIA	SC	40440

TABLE 2

FY93 Title VII Part A Projects:

South Dakota

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00222	A	WOUNDED KNEE DISTRICT SCHOOL	MANDERSON	SD	110608
T003A00255	A	PIERRE INDIAN LEARNING CENTER	PIERRE	SD	96187
T003A10107	A	TODD COUNTY SCHOOL DISTRICT 66-1	MISSION	SD	145800
T003A10305	A	LITTLE WOUND SCHOOL BOARD	KYLE	SD	157500
T003A10327	A	LONEMAN SCHOOL CORPORATION	OGLALA	SD	153000
T003A20248	A	SHANNON COUNTY SCHOOL DIST 65-1	BATESLAND	SD	170000
T003A20325	A	TODD CTY SCHOOL DISTRICT #66-1	MISSION	SD	170000
T003A20365	A	WOUNDED KNEE DISTRICT SCH BD	MANDERSON	SD	75000
T003D30051	D	EAGLE BUTTE PUBLIC SCHOOLS	EAGLE BUTTE	SD	147000
T003D30169	D	SHANNON CTY SCHOOL DISTRICT #65-1	BATESLAND	SD	175000
T003D30174	D	TODD COUNTY SCHOOL DISTRICT 66-1	MISSION	SD	175000
T003E20180	E	CRAZY HORSE SCHOOL	WANBLEE	SD	99190

TABLE 2

FY93 Title VII Part A Projects:

Texas

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00038	A	LA FERIA INDEPENDENT SCHOOL DIST.	LA FERIA	TX	86808
T003A00063	A	LASARA INDEPENDENT SCHOOL DIST	LASARA	TX	61215
T003A00093	A	SHARYLAND I.S.D	MISSION	TX	1213[illegible]
T003A00099	A	SAN DIEGO INDEPENDENT SCH DIST	SAN DIEGO	TX	100161
T003A00129	A	HARLINGEN CONSOLIDATED I.S.D.	HARLINGEN	TX	67489
T003A0[illegible]	A	GRAND PRAIRIE INPNDNT SCHOOL DIST	GRAND PRAIRIE	TX	133650
T003A0[illegible]	A	WAXAHACHIE INDEPENDENT SCH DIST	WAXAHACHIE	TX	121500
T003A00237	A	COTULLA INDEPENDENT SCHOOL DIST	COTULLA	TX	105300
T003A10054	A	SOCORRO INDEPENDENT SCHOOL DIST	EL PASO	TX	157500
T003A10151	A	HARLANDALE INDEPENDENT SCH DIST	SAN ANTONIO	TX	152249
T003A10247	A	HIDALGO INDEPENDENT SCHOOL DIST	HIDALGO	TX	157500
T003A10254	A	SPRNG BRANCH INDEPENDENT S. D.	HOUSTON	TX	180000
T003A10333	A	GALVESTON INDEPENDENT SCH DIST	GALVESTON	TX	136560
T003A20026	A	LYFORD CONS INDEPENDENT SCH DIST	LYFORD	TX	123409
T003A20039	A	PROGRESO IND SCHOOL DISTRICT	PROGRESO	TX	170000
T003A20095	A	EDCOUCH-ELSA I.S.D.	EDCOUCH	TX	150000
T003A20110	A	SPRING BRANCH INDEPENDENT SCH D.	HOUSTON	TX	170000
T003A20121	A	EDGEWOOD INDEPENDENT SCHOOL DIST	SAN ANTONIO	TX	169988
T003A20265	A	REGION ONE EDUCATION SERV CENTER	EDINBURG	TX	148417
T003A90057	A	REGION ONE EDUCATION SERVICE CTR.	EDINBURG	TX	136330
T003A90128	A	ECTOR COUNTY ISD/SPEC POPULATIONS	ODESSA	TX	174763
T003A90143	A	HARLANDALE INDEP SCHOOL DISTRICT	SAN ANTONIO	TX	98630
T003A90158	A	LYFORD CISD/LEA	LYFORD	TX	77471
T003A90159	A	SAN FELIPE DEL RIO C. I. S. D.	DEL RIO	TX	112214
T003A90164	A	UNITED INDEPENDENT SCHOOL DIST.	LAREDO	TX	130656
T003C20011	C	LUFKIN INDEP SCHL DIST	LUFKIIN	TX	145000
T003C20018	C	EL PASO INDEP SCHL DIST	EL PASO	TX	180000
T003C20078	C	PEARSALL INDEP SCHL DIST	PEARSALL	TX	165000
T003D30065	D	ALDINE I. S. D.	HOUSTON	TX	160000
T003D30074	D	HOUSTON INDEPENDENT SCH DIST	HOUSTON	TX	175000
T003D30090	D	REGION ONE EDUCATION SERVICES CTR	EDINBURG	TX	174141

TABLE 2

FY93 Title VII Part A Projects:

Texas (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003D30096	D	LUFKIN INDEPENDENT SCHOOL DIST	LUFKIN	TX	175000
T003D30107	D	BRYAN INDEPENDENT SCH DIST/ELEM	BRYAN	TX	175000
T003D30217	D	CANUTILLO INDEPENDENT SCHOOL DIST	CANUTILLO	TX	175000
T003D30229	D	SAN ANTONIO INDEPENDENT SCH DIST	SAN ANTONIO	TX	167886
T003D30315	D	WEST TEXAS STATE SCHOOL	PYOTE	TX	174734
T003D30318	D	KINGSVILLE I.S.D.	KINGSVILLE	TX	150000
T003D30378	D	BENAVIDES INDEP SCH DIST/HIGH SCH	BENAVIDES	TX	127697
T003E00126	E	SAN ANTONIO INDEPENDENT SCHOOL	SAN ANTONIO	TX	146658
T003E00154	E	AUSTIN INDEPENDENT SCH DISTRICT	AUSTIN	TX	112770
T003E00169	E	REGION ONE EDUCATION SERVICE	EDINBURG	TX	100527
T003E10020	E	SAN FELIPE DEL RIO CONSOLIDATED	DEL RIO	TX	150726
T003E20007	E	KINGSVILLE I.S.D.	KINGSVILLE	TX	110000
T003E90053	E	HARLANDALE INDEP SCHOOL DISTRICT	SAN ANTONIO	TX	107728
T003E90057	E	CANUTILLO INDEP SCHOOL DIST./LEA	CANUTILLO	TX	91907
T003E90111	E	SOUTH SAN ANTONIO, I. S. D.	SAN ANTONIO	TX	88240
T003E90160	E	HARLANDALE INDEP SCHOOL DISTRICT	SAN ANTONIO	TX	82920
T003E90169	E	TERLINGUA COMMON SCHOOL DISTRICT	TERLINGUA	TX	72846
T003E90205	E	SOCORRO INDEPENDENT SCHOOL DIST.	EL PASO	TX	141574
T003G10009	G	HIDALGO I.S.D.	HIDALGO	TX	170802
T003G10010	G	GIDDINGS STATE HOME AND SCHOOL	AUSTIN	TX	118366
T003J10043	J	INTERCULTURAL DEV RESEARCH ASSN	SAN ANTONIO	TX	153091
T003K30199	K	ARLINGTON INDEPENDENT SCH DIST.	ARLINGTON	TX	158943
T003L20051	L	INTERCULTURAL DEV RESEARCH ASSOC	SAN ANTONIO	TX	179787
T003L30061	L	PHARR-SAN JUAN-ALAMO	PHARR	TX	200000
T003M20027	M	HARLANDALE INDEP SCHOOL DIST	SAN ANTONIO	TX	140801
T003M20091	M	SPRING BRANCH INDEP SCHL DIST	HOUSTON	TX	105000

TABLE 2

FY93 Title VII Part A Projects:

Texas (Cont.)

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003N10018	N	ALIEF INDEPENDENT SCHOOL DISTRICT	ALIEF	TX	142163
T003N20022	N	PASADENA INDEPENDENT SCHOOL DIST	PASADDENA	TX	175000
T003N20044	N	PRESIDIO ISD	PRESIDIO	TX	148500

TABLE 2

FY93 Title VII Part A Projects:

Utah

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20227	A	ANETH COMMUNITY SCHOOL	MONTEZUMA ACREEK	UT	146323
T003A90146	A	GRANITE SCHOOL DISTRICT	SALT LAKE CITY	UT	70814
T003D30259	D	OGDEN CITY SCHOOL DISTRICT	OGDEN	UT	170000
T003E90073	E	GRANITE SCHOOL DISTRICT	SALT LAKE CITY	UT	103476
T003E90095	E	SALT LAKE CITY SCHOOL DISTRICT	SALT LAKE CITY	UT	95163
T003F10004	F	SALT LAKE CITY SCHOOL DISTRICT	SALT LAKE CITY	UT	152983

TABLE 2

FY93 Title VII Part A Projects:

Virginia

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003C10001	C	ARLINGTON PUBLIC SCHOOLS	ARLINGTON	VA	132248
T003E10002	E	ARLINGTON PUBLIC SCHOOLS	ARLINGTON	VA	59663
T003N10015	N	FAIRFAX COUNTY PUBLIC SCHOOLS	ANNANDALE	VA	142200

TABLE 2

FY93 Title VII Part A Projects:

Washington

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A00020	A	SEATTLE PUBLIC SCHOOLS	SEATTLE	WA	106916
T003A00254	A	YAKIMA SCHOOL DISTRICT #7	YAKIMA	WA	119273
T003A20010	A	ORONDO SCHOOL DISTRICT #13	ORONDO	WA	150000
T003A20038	A	GRANGER SCHOOL DISTRICT #204	GR	WA	105000
T003A20195	A	LYNDEN SCHOOL DISTRICT 504	LYNDEN	WA	100000
T003A20259	A	PASCO SCHOOL DISTRICT 1	PASCO	WA	169999
T003A20341	A	TOPPENISH SCHOOL DISTRICT NO 202	TOPPENISH	WA	94000
T003A90109	A	MABTON SCHOOL DISTRICT #120	MABTON	WA	72239
T003A90142	A	TOPPENISH SCHOOL DISTRICT #202	TOPPENISH	WA	188078
T003A90189	A	KENNEWICK SCHOOL DISTRICT #17	KENNEWICK	WA	101274
T003D30030	D	WAHLUKE SCHOOL DISTRICT NO 73	MATTAWA	WA	162391
T003D30076	D	KENNEWICK SCHOOL DISTRICT	KENNEWICK	WA	165524
T003D30323	D	WALLA WALLA PUBLIC SCHOOLS #140	WALLA WALLA	WA	175000
T003E20016	E	THE BETHEL SCHOOL DISTRICT	SPANAWAY	WA	80000
T003E20086	E	FEDERAL WAY SCHOOL DISTRICT	FEDERAL WAY	WA	170000
T003E90035	E	VANCOUVER SCHOOL DISTRICT	VANCOUVER	WA	98716
T003J20091	J	YAKIMA VALLEY O.I.C	YAKIMA	WA	146416
T003N20058	N	TACOMA SCHOOL DIST NO 10	TACOMA	WA	160000

TABLE 2

FY93 Title VII Part A Projects:

Wyoming

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A20091	A	WYOMING INDIAN SCHOOLS	ETHETE	WY	159819
T003E00043	E	WYOMING INDIAN SCHOOLS	ETHETE	WY	80000
T003E90129	E	ST. STEPHENS'S INDIAN SCHOOL	ST. STEPHEN'S	WY	51435
T003E90210	E	SHOSHONE & ARAPAHOE TRIBES	FT. WASHAKIE	WY	180373
T003L10079	L	ST. STEPHEN'S INDIAN SCHOOL	FREMONT COUNTY	WY	157250

TABLE 2

FY93 Title VII Part A Projects:

Guam

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003J20088	J	UNIVERSITY OF GUAM	MANGILAO	GU	155787

TABLE 2

FY93 Title VII Part A Projects:

Puerto Rico

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90085	A	PUERTO RICO DEPT OF EDUCATION	HATO REY	PR	143401
T003G30001	G	UNIVERSIDAD DEL TRUABO	GURABO	PR	129688

TABLE 2

FY93 Title VII Part A Projects:

Trust Territories

Grant Number	CFDA	Grantee	City	State	Grant Amount
T003A90027	A	REPUBLIC OF PALAU/MINISTRY OF ED.	KOROR	TT	140945
T003D30082	D	REPUBLIC OF PALAU	KOROR	TT	252000
T003E90167	E	REPUBLIC OF PALAU/BUREAU OF ED.	KOROR	TT	86748

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SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year Two
(Volume III)

SEA Annual Survey Report

Submitted by:
Special Issues Analysis Center

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September 30, 1994

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SPECIAL ISSUES ANALYSIS CENTER

Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1992-1993

Final Report

(Contract No. T292001001)

Prepared by:

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Submitted to:

Office of Bilingual Education and
Minority Language Affairs
U.S. Department of Education

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September 1994

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Executive Summary

The purpose of this report is to summarize the information submitted by State Education Agencies (SEAs) on the Survey of States' Limited English Proficient Persons and Available Educational Services (SEA Survey) for the 1992-93 school year.

The SEA Survey is specifically authorized by Section 7032(b) of the Bilingual Education Act (20 U.S.C. 3302) and SEA Program regulations (34 CFR 548.10). The explicit purpose of the SEA Survey is to collect information on the number of limited English proficient (LEP) persons in the state and the educational services provided or available to them. The results of this annual data collection activity are used to inform Congress and the U.S. Department of Education about the size of the LEP population and the services available for LEP persons.

As a result of careful examination and review of each SEA Survey, verification of potential problem entries with the SEAs, and machine editing procedures, the results presented in this report provide an accurate portrayal of what the SEAs were reporting in 1992-93.[1] It should be noted, however, that these verification and editing exercises did not (and could not) address many of the concerns raised in a 1991 report to OBEMLA prepared by Atlantic Resources Corporation about the adequacies of within-state data collection procedures or lack of shared definitions across SEAs, either of which could lead to substantial inaccuracies.

Enrollment of LEP Students

The number of LEP students enrolled in public and nonpublic schools continued to increase in 1992-93. The 2,736,000 LEP students in 1992-93 represent an increase of over 300,000 students compared to the prior year, and over one million more LEP students in comparison to data reported for 1986-87, just six years earlier. As of 1992-93, LEP students comprised 7 percent of the public school enrollment of students in grades K-12.

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[1] Surveys were received from 47 states, the District of Columbia, American Samoa, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands. Pennsylvania, Virginia, West Virginia, Guam, and Micronesia did not participate in the SEA program, while Arkansas initially participated in FY 1992 but was not required to file a Survey until FY 1993. Unless otherwise noted "state" refers to states, the District of Columbia, and the territories.

California enrolls the largest number of LEP students, 1,152,000. More than one in five of the public school students in the state are LEP, and the state accounts by itself for about 45 percent of the nation's LEP students. New Mexico identifies 30 percent of its public school students as LEP students; Alaska, Arizona, and Texas each identify about 10 percent; and 9 other states identify between 5 and 7 percent of their public school students as LEP.

Educational Condition of LEP Students

Lack of full response by the SEAs to the SEA Survey makes it difficult to generate a national picture of the educational condition of LEP students. SEAs reportedly face substantial problems in obtaining data on student performance classified by LEP status, and such indicators of educational condition as the number of dropouts also generate definitional problems within and across states.

Thirty-one SEAs, which enroll a total of 470,598 LEP students, indicated that 10,685 LEP students, which is about 2.3 percent of their LEP students, were retained in grade during 1992-93; 37 SEAs, enrolling 710,535 LEP students, reported 10,858 LEP students, or about 1.5 percent of their states' LEP students, dropped out during that year.

Data about the performance of LEP students on tests covering academic areas are particularly questionable because information is provided only about the number of LEP students who score below state norms. The total number of LEP students tested, the total number eligible for testing but who were not tested, and other contextual data (such as the basis of the state norm for those reporting) that are needed to interpret the number of students reported are not available. Results for reading are provided by 33 SEAs, for mathematics by 30 SEAs, for science by 17 SEAs, and for social studies by 14 SEAs. Those SEAs reported about 313,000 LEP students scored below state norms in reading, about 226,000 in mathematics, and both science and social studies saw about 82,000 scoring below state norms.

Identifying LEP Students

Who is identified as a LEP student depends on the definition of limited English proficiency and the method used for assessment. Most of the 47 SEAs that reported a definition of LEP based it on a combination of a non-English language background and difficulties with speaking, reading, writing, and/or understanding English. This is not surprising since those criteria are at the heart of the federal definition of limited English proficiency. Non-English background is cited by 48 SEAs, and problems with speaking, reading, writing, and/or understanding English are reported to be part of the definition of LEP status in 33 states. In 11 states, the SEA reported that defining LEP students was a local educational agency level concern.

All 53 SEAs that provided information about the tests and other methods used to identify LEP students in their states indicated that multiple methods were used; with a range from 3 to 12 for the 12 methods listed on the SEA Survey. More specifically, 50 SEAs used language proficiency tests and home language surveys, 46 used information from parents, 44 used teacher observation, 42 used student records, and 40 or fewer SEAs used one of the 7 other methods listed on the SEA Survey.

Educational Programs for LEP Students

Over 2.1 million LEP students attending public or nonpublic schools were reported to be enrolled in special programs during the 1992-93 school year designed to meet their educational needs. Among public school students, 78.9 percent were enrolled in special programs, and 24.3 percent of nonpublic LEP students were enrolled in special programs.

The largest proportions of LEP students were served in state and local programs, with those programs reportedly serving 49 percent of all LEP students. Among federal programs, Chapter 1 enrolled about 26 percent of LEP students, special education enrolled about 6 percent, and the Chapter 1 Migrant Education Program enrolled about 8 percent. The State Survey data suggest that the federal Title VII bilingual education programs enrolled about 333,000 LEP students. State and local bilingual education programs were reported to enroll 1,330,000 students, and ESL-only programs enrolled 751,000 LEP students. The SEAs reported that 460,000 public

K-12 students, about 17 percent of public LEP students, were not enrolled in programs to meet their special educational needs during 1992-93.

1

Introduction

The purpose of this report is to summarize the information submitted by State Education Agencies (SEAs) on the Survey of States' Limited English Proficient Persons and Available Educational Services (SEA Survey) for the 1992-93 school year. Data from earlier years' surveys are included as appropriate.

Submitting the SEA Survey is required of all SEAs participating in the State Education Agency Program of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education (ED). The State Education Agency Program (SEA Program) is authorized by Part B, Title VII (Bilingual Education Act), Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297.

Part B of the Bilingual Education Act provides for data collection, evaluation, and research activities. Funds shall be used for--

(1) collecting data on the number of limited English proficient persons and the services available to such persons,

(2) evaluating the operation and effectiveness of programs assisted under this subchapter,

(3) conducting research to improve the effectiveness of bilingual education programs, and

(4) collecting, analyzing, and disseminating data and information on bilingual education (section 3301).

The SEA Survey is one of the primary methods used to address these points, and it is specifically authorized by Section 7032(b) of the Bilingual Education Act (20 U.S.C. 3302) and

SEA Program regulations (34 CFR 548.10). The explicit purpose of the SEA Survey is to collect information on the number of limited English proficient (LEP) persons in the states and the educational services provided or available to them. The results of this annual data collection activity are used to inform Congress and the U.S. Department of Education about the size of the LEP population and the services available for LEP persons.[2]

Data requirements on the SEA Survey are focused on meeting the legislative mandate. SEAs must report the number of students and the number of LEP students separately for public and nonpublic schools. Other data for which the SEAs are responsible for collecting and reporting include: the methods used by their local educational agencies to determine limited English proficiency; educational condition of LEP students in terms of grade retention and dropout rates and relative achievement status of LEP students in math, science, reading, and other subjects; and the number of LEP students enrolled in special federal or state/local programs. The SEA Survey form also provides an opportunity for SEAs to provide explanations for wide (i.e., more than 10 percent) fluctuations in LEP enrollment compared to the prior school year. The 1992-93 SEA Survey Form is presented in Appendix D.

SEA Program

ED provides funds to the SEAs to assist them in carrying out the data collection, aggregation, analysis, and reporting of the data required in the SEA Survey. In addition, other activities can be carried out as long as the federal assistance supplements and, to the extent possible, increases the level of funds available for these activities. Other authorized activities may include:

(1) the planning and development of educational programs such as those assisted under [the Bilingual Education Act];

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[2] The survey form itself is approved by the Office of Management and Budget with an expiration date of October 31, 1995.

(2) the review and evaluation of programs of bilingual education, including bilingual education programs that are not funded under [the Bilingual Education Act];

(3) the provision, coordination, or supervision of technical and other forms of nonfinancial assistance to local educational agencies, community organizations, and private elementary and secondary schools that serve limited English proficient persons;

(4) the development and administration of instruments and procedures for the assessment of the educational needs and competencies of persons of limited English proficiency;

(5) the training of state and local educational agency staff to carry out the purposes of [the Bilingual Education Act]; and

(6) other activities and services designed to build the capacity of state and local educational agencies to serve the educational needs of persons of limited English proficiency (section 3302(c)).

SEA Program Funding

The SEA Program was originally authorized as part of the Bilingual Education Act during reauthorization of the Act in 1974. The amount of the SEA Program grant award for an individual SEA is based on the amount received by Local Education Agencies (LEAs) with the provisions that no SEA can receive more than 5 percent of that amount, on one hand, or less than \$75,000 (\$50,000 in FY 1988) on the other. The total amount awarded in the 1988-1993 period has ranged from about \$5.0 million in FY 1988 to about \$6.9 million in FY 1993. Most SEAs (e.g., 42 of the 53 SEA grant recipients in FY 1993) receive the minimum award. Table 1.1 presents the amounts awarded to each participating SEA since FY 1988.

Table 1.1
Title VII, Part B, Funding to State Educational Agencies (SEAs)
Award Amounts by Fiscal Year

SEA	1988	1989	1990	1991	1992	1993
Alabama	--	--	75,000	75,000	75,000	75,000
Alaska	50,000	75,000	75,000	75,000	75,000	75,000
Arizona	119,345	176,565	164,718	188,896	209,632	196,477
Arkansas	--	--	--	--	75,000	75,000
California	1,155,982	1,181,902	1,122,895	1,445,012	1,631,542	1,647,769
Colorado	51,567	75,000	75,000	75,000	75,000	85,009
Connecticut	50,000	75,000	75,000	--	75,000	75,000
Delaware	50,000	75,000	75,000	75,000	75,000	75,000
District of Columbia	50,000	75,000	75,000	75,000	75,000	75,000
Florida	99,642	94,039	75,000	75,000	75,000	75,000
Georgia	50,000	75,000	75,000	75,000	75,000	75,000
Hawaii	50,000	75,000	75,000	75,000	75,000	75,000
Idaho	50,000	75,000	75,000	75,000	75,000	75,000
Illinois	106,257	101,484	84,933	116,585	111,536	104,280
Indiana	50,000	75,000	75,000	75,000	75,000	75,000
Iowa	50,000	65,583	75,000	75,000	75,000	75,000
Kansas	50,000	66,996	75,000	75,000	75,000	75,000
Kentucky	50,000	75,000	75,000	75,000	75,000	75,000
Louisiana	69,226	75,000	75,000	75,000	75,000	75,000
Maine	50,000	75,000	75,000	75,000	75,000	75,000
Maryland	50,000	75,000	75,000	75,000	75,000	75,000
Massachusetts	101,788	88,379	75,000	93,910	124,597	113,947
Michigan	161,908	107,971	87,075	84,327	86,339	90,117
Minnesota	50,000	75,000	75,000	75,000	75,000	75,000
Mississippi	51,433	75,000	75,000	75,000	75,000	75,000
Missouri	50,000	75,000	75,000	75,000	75,000	75,000
Montana	50,200	75,000	75,000	75,000	75,000	75,000
Nebraska	50,000	75,000	75,000	75,000	75,000	75,000
Nevada	50,000	75,000	75,000	75,000	75,000	75,000
New Hampshire	50,000	75,000	75,000	75,000	75,000	75,000
New Jersey	57,790	75,000	75,000	75,000	75,000	75,000
New Mexico	156,921	174,134	177,426	193,943	207,009	200,926
New York	704,233	670,725	559,448	666,197	694,788	771,378
North Carolina	50,000	75,000	75,000	75,000	75,000	75,000
North Dakota	53,760	75,000	75,000	75,000	75,000	75,000
Ohio	51,443	75,000	75,000	75,000	75,000	75,000
Oklahoma	92,533	117,621	142,919	173,247	231,878	254,507
Oregon	50,000	75,000	75,000	75,000	75,000	75,000
Pennsylvania	--	--	--	--	--	--
Rhode Island	50,000	75,000	75,000	75,000	75,000	75,000
South Carolina	--	--	75,000	75,000	75,000	75,000
South Dakota	50,000	75,000	75,000	75,000	75,000	75,000
Tennessee	50,000	75,000	75,000	75,000	75,000	75,000
Texas	117,624	244,468	205,602	263,196	234,575	234,575
Utah	50,000	75,000	75,000	75,000	75,000	75,000
Vermont	50,000	75,000	75,000	75,000	75,000	75,000
Virginia	--	--	--	--	--	--
Washington	83,330	75,000	75,000	75,000	75,000	75,000
West Virginia	--	75,000	70,400	60,000	--	--
Wisconsin	50,000	75,000	75,000	75,000	75,000	75,000
Wyoming	50,000	50,000	59,584	62,585	65,744	73,957
American Samoa	50,000	75,000	75,000	75,000	75,000	75,000
F.S. Micronesia	50,000	--	--	--	--	--
Guam	50,000	75,000	75,000	75,000	75,000	--
Northern Marianas	50,000	75,000	75,000	75,000	--	75,000
Palau	50,000	75,000	59,584	75,000	75,000	75,000
Puerto Rico	50,000	75,000	75,000	75,000	75,000	75,000
U.S. Virgin Islands	50,000	75,000	75,000	75,000	75,000	75,000
Overall Total	4,984,992	6,065,167	5,899,584	6,497,898	6,822,740	6,922,942

Source: 1988, 1989, 1990: OBEMLA (1991), p. 28; 1991, 1992, 1993: GCMS File

In recent years, SEA participation in the program has been high, but not universal. In both FY 1988 and FY 1989, 52 SEAs participated; 54 participated in FY 1990. For FY 1991, 1992, and 1993, 53 of 57[3] SEAs participated. Two SEAs -- Pennsylvania and Virginia -- have not participated during the 1988-1993 period at all. Arkansas' initial participation came in FY 1992.[4] The only other nonparticipating SEAs during this five-year period have been Alabama and South Carolina (1988 and 1989) and West Virginia (1988, 1992, and 1993).

Data Limitations

In 1990, OBEMLA contracted with Atlantic Resources Corporation (ARC) to assess the quality of data submitted by the SEAs. That study, entitled *An Analysis of Title VII State Educational Agency Grant Report Requirements*, uncovered problems in the collection and reporting of the data and made several suggestions for changes in procedures at the SEA and OBEMLA levels to improve data quality.[5] OBEMLA acted on these recommendations by developing a new reporting form and providing training to SEA personnel to ensure that those completing the forms agreed upon procedures and definitions. The new form went into effect for the 1991-92 school year, so some of the data from that year have no direct match to prior years because of item clarifications and other changes.[6]

In preparing this report on data for the 1992-93 school year, each SEA survey was closely examined to ensure that entries were logical and appropriate. (A full description of these procedures is provided in Appendix A.) When data were missing, illogical, or inappropriate, the SEA official responsible for submitting the SEA Survey was contacted, the potential problem was described, and the SEA was provided the opportunity to change its entry. Problems that involved errors in arithmetic were corrected as a step in data entry, and they were called to the attention of OBEMLA.

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[3] F.S. Micronesia became independent in 1991.

[4] Because FY 1992 was the first year of funding for Arkansas, the state was not required to submit a SEA Survey until the 1992-93 reporting period.

[5] The findings and recommendations were presented to OBEMLA in 1991, and OBEMLA summarized them in the Condition of Bilingual Education, June 30, 1991.

[6] As an example of a data request that has been clarified, new directions state that the number of LEP students enrolled in programs to meet their educational needs (item I, A, 3) added to the number of LEP students not enrolled in such programs but who could benefit from participation (item I, A, 5) should sum to the total number of LEP students in the state reported in item I, A, 2. In years past, according to the ARC analysis, most SEAs interpreted this series of items quite differently and, therefore, provided non-equivalent data.

As a result of the close examination of each SEA Survey, verification of potential problem entries with the SEAs, and machine editing procedures, the results presented in this report provide an accurate portrayal of what the SEAs were reporting in 1992-93. It should be noted, however, that these verification and editing exercises did not (and could not) address many of the concerns raised in the ARC report about the adequacies of within-state data collection procedures or lack of shared definitions across SEAs, either of which could lead to substantial inaccuracies.[7]

This report also presents some data from earlier SEA Surveys. As noted, the form was changed between the 1990-91 and 1991-92 reporting periods, therefore, trend analyses on some items can not be conducted. Further, it was not possible to verify potentially problematic entries on the earlier form with SEA officials, so the only adjustments made to the 1990-91 data involve correcting arithmetic errors or correcting for obvious misunderstandings of the respondents (such as adding the sum of all Title VII participants to the number of participants in each Title VII program, which results in a duplicated count).

Structure of the Report

The balance of this report is presented in five sections. The first section highlights national data about the numbers of LEP students in grades K-12 identified by the SEAs. The second section describes the educational condition of LEP students in terms of retention rates, dropout rates, and levels of academic achievement. The procedures used to identify LEP students are the focus of the third section, with particular attention paid to differences in definitions of

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[7] As an example, the ARC report indicated that many SEA officials felt that the process of obtaining data on private school enrollments of LEP students is not improving or improvable; ARC concluded "[t]hat the number of LEP students reported by the SEAs in private schools gives a false impression of accuracy and completeness where such is not the case" (1991, p. 4-26). As a result, OBEMLA now requires that public and nonpublic LEP student counts be reported separately. In 1992-93, all 53 responding SEAs reported public school LEP enrollments, but only 36 reported counts for nonpublic schools.

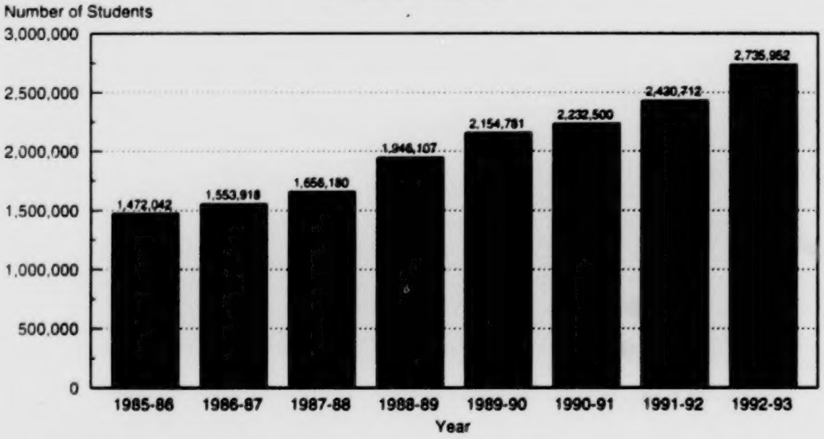
LEP status across states. The fourth section indicates how many LEP students are receiving special program services and provides a summary of the programs available to LEP students. The final section includes discussions of findings and their implications, with an emphasis on data limitations. Three appendices are included: Appendix A is a summary of the methods used to compile, review, and verify the SEA Survey data used in this report; Appendix B includes supplementary tables, by SEA, for all data summarized in the body of the report; Appendix C contains Data Notes; and, Appendix D contains a sample SEA Survey Form for 1992-93.

2

Enrollment of LEP Students

SEAs in the U.S. and territories reported that 2,736,000 LEP students were enrolled in public or nonpublic elementary or secondary schools during the 1992-93 school year.[8] This count is over 300,000 larger (13 percent) than the number reported for 1991-92 and reflects an upward trend over the past several years, as illustrated by Figure 2.1. Since 1985-86, yearly increases in the number LEP students have ranged from a low of 3.6 percent from 1989-90 to 1990-91 to a high of 17.5 percent from 1987-88 to 1988-89. The average yearly increase in number of LEP students during this period was 9.2 percent.

Figure 2.1
Trends in Enrollment of LEP Students, 1985-86 to 1992-93



Source: 1985-86, 1986-87, and 1987-88, ARC (1991)
1988-89 and 1989-90, OBEMLA (1991)
1990-91 to 1992-93, SEA Surveys

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[8] This reported count is not a national count of LEP students for several reasons. First, several SEAs do not participate in the SEA Program or the SEA Survey, and we can assume there are LEP students who reside in those states. Second, it is likely that some LEP students are not counted in some of the states simply because they are missed. Third, in previous years, according to the ARC report, SEA officials conceded that nonpublic school LEP students were probably undercounted. Fourth, the definition of LEP students varies across SEAs such that children counted in one state may not be considered as LEP and therefore not be counted if they moved to another state.

From 1990-91 -- the first year that comparable SEA Survey data were available -- to 1992-93, the number of LEP students increased by 23 percent. Eight SEAs reported increases in LEP student enrollment of over 50 percent. Twenty-three SEAs reported increases of more than 20 percent from the LEP 1990-91 enrollment figures. From 1991-92 to 1992-93, 40 SEAs reported an increase in LEP enrollment, 10 of which reported increases of 20 percent of more. (Table 2.1)

Out of the 44,445,000 total public and nonpublic students reported by the SEAs in 1992-93, 2,736,000 (6 percent) were LEP. LEP students constituted almost 7 percent of public student enrollment, while LEP students comprised only slightly more than 1 percent of nonpublic students. (Table 2.2)

As shown in Figure 2.2, the western and southwestern states generally have higher proportions of LEP students than do states in other regions of the country. California and New Mexico had the highest proportions of LEP students, with 20.0 and 26.9 percent, respectively, of their total enrollments identified as LEP. Three states; Arizona, Alaska, and Texas; reported LEP student enrollments of approximately 10 percent of their total enrollments. About one half reported LEP enrollments of 3 percent or less of their total student enrollments, and seventeen of these states reported proportions of less than one percent.

For the 1992-93 school year, California reported by far the largest number of LEP students (1,152,000). In fact, LEP students enrolled in schools in California account for about 45 percent of the U.S. total LEP student enrollment. Texas had the second largest number of LEP students with 345,000, and New York had the third larg[illegible] with 195,000. (Table 2.1 and B1)

Table 2.1 TOTAL NUMBER OF LEP STUDENTS IDENTIFIED: 1990-91, 1991-92, and 1992-93

State	1990-91	1991-92	1992-93	N Change a/ 91-92 to 92-93	% Change a/ 91-92 to 92-93	N Change a/ 90-91 to 92-93	% Change a/ 90-91 to 92-93
Alabama	1,052	1,671	2,332	661	39.6	1,280	121.7
Alaska	11,184	12,056	13,489	1,433	11.9	2,305	20.6
Arizona	65,727	75,941	83,643	7,702	10.1	17,916	27.3
Arkansas	2,000	b/	3,423	--	--	1,423	71.2
California	986,462	1,078,705	1,151,819	73,114	6.8	165,357	16.8
Colorado	17,187	25,025	24,876	-149	-0.6	7,689	44.7
Connecticut	16,988	16,703	17,637	934	5.6	649	3.8
Delaware	1,969	2,086	1,847	-239	-11.5	-122	-6.2
District of Columbia	3,359	3,555	5,132	1,577	44.4	1,773	52.8
Florida	83,937	97,288	130,131	32,843	33.8	46,194	55.0
Georgia	6,921	7,955	10,043	2,088	26.2	3,122	45.1
Hawaii	9,730	10,433	11,251	818	7.8	1,521	15.6
Idaho	3,986	4,980	4,616	-364	-7.3	630	15.8
Illinois	79,291	87,178	94,471	7,293	8.4	15,180	19.1
Indiana	4,670	4,822	5,017	195	4.0	347	7.4
Iowa	3,705	4,417	4,556	139	3.1	851	23.0
Kansas	4,661	6,180	6,900	720	11.7	2,239	48.0
Kentucky	b/	1,544	1,738	194	12.6	--	--
Louisiana	8,345	9,040	5,890	-3,150	-34.8	-2,455	-29.4
Maine	1,983	1,770	1,820	50	2.8	-163	-8.2
Maryland	12,701	12,580	12,719	139	1.1	18	0.1
Massachusetts	42,606	42,912	45,405	2,493	5.8	2,799	6.6
Michigan	37,112	36,720	37,272	552	1.5	160	0.4
Minnesota	13,204	15,769	17,979	2,210	14.0	4,775	36.2
Mississippi	2,753	3,058	3,222	164	5.4	469	17.0
Missouri	3,815	4,350	4,365	15	0.3	550	14.4
Montana	6,635	6,824	7,817	993	14.6	1,182	17.8
Nebraska	1,257	1,856	2,623	767	41.3	1,366	108.7
Nevada	9,057	10,735	12,040	1,305	12.2	2,983	32.9
New Hampshire	1,146	1,135	1,004	-131	-11.5	-142	-12.4
New Jersey	50,770	47,515	49,627	2,112	4.4	-1,143	-2.3
New Mexico	73,505	64,307	83,771	19,464	30.3	10,266	14.0
New York	168,208	184,857	194,593	9,736	5.3	26,385	15.7
North Carolina	6,030	7,026	8,900	1,874	26.7	2,870	47.6
North Dakota	7,187	9,579	8,652	-927	-9.7	1,465	20.4
Ohio	8,992	11,172	11,125	-47	-0.4	2,133	23.7
Oklahoma	15,860	17,705	19,714	2,009	11.3	3,854	24.3
Oregon c/	7,557	12,605	16,359	3,754	29.8	8,802	116.5
Pennsylvania	b/	b/	b/	--	--	--	--
Rhode Island	7,632	8,142	8,350	208	2.6	718	9.4
South Carolina	b/	1,466	1,594	128	8.7	--	--
South Dakota	6,691	8,961	8,197	-764	-8.5	1,506	22.5
Tennessee	3,660	2,636	2,770	134	5.1	-890	-24.3
Texas	313,234	331,869	344,915	13,046	3.9	31,681	10.1
Utah	14,860	23,598	24,447	849	3.6	9,587	64.5
Vermont	500	580	723	143	24.7	223	44.6
Virginia	b/	b/	b/	--	--	--	--
Washington	28,646	34,314	32,858	-1,456	-4.2	4,212	14.7
West Virginia	231	b/	b/	--	--	--	-100.0
Wisconsin	14,648	15,159	14,788	-371	-2.4	140	1.0
Wyoming	1,919	1,996	2,027	31	1.6	108	5.6
Total U.S. and D.C.	2,173,573	2,370,775	2,558,487	187,712	7.9	384,914	17.7
American Samoa	11,842	11,788	13,972	2,184	18.5	2,130	18.0
Guam	2,309	b/	b/	--	--	--	-100.0
Northern Marianas	7,568	8,307	9,564	1,257	15.1	1,996	26.4
Palau	3,486	2,823	2,823	0	0.0	-663	-19.0
Puerto Rico d/	33,722	34,619	149,824	115,205	332.8	116,102	344.3
Virgin Islands	b/	2,400	1,282	-1,118	-46.6	--	--
Total U.S., D.C., and Territories	2,232,500	2,430,712	2,735,952	305,240	12.6	503,452	22.6

Source: OBEMLA SEA Surveys

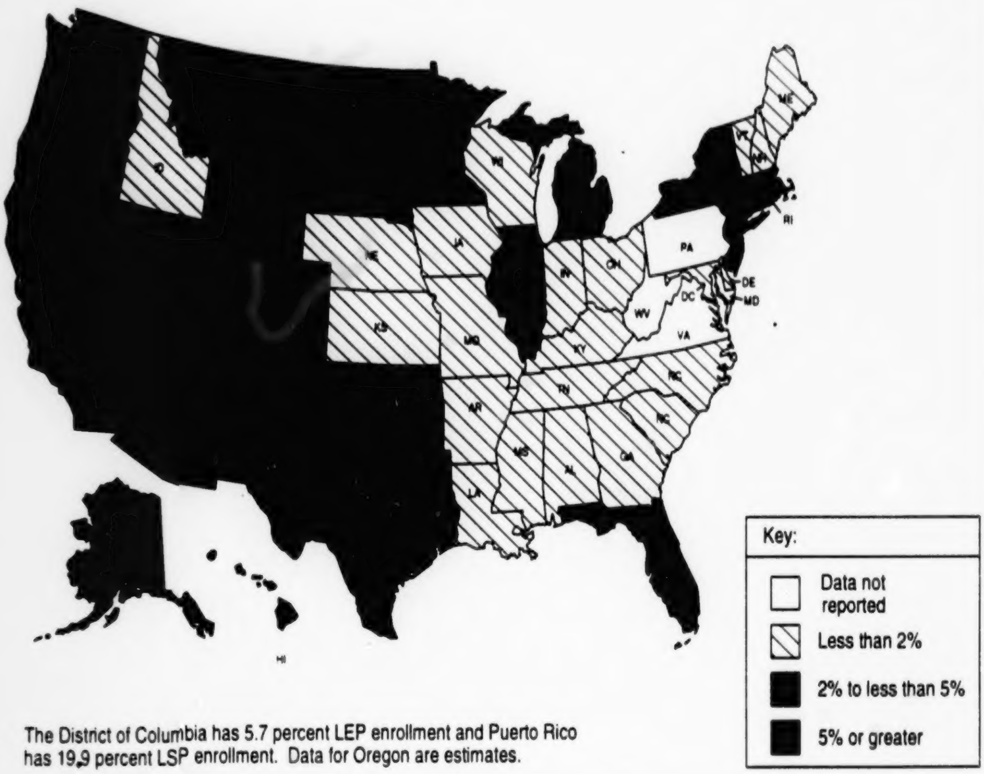
a/ Absolute and percent changes were calculated based on totals from only those states responding to this data item for both years.
b/ Data not reported.
c/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
d/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

Table 2.2

Number and Percentage of Public and Nonpublic School Students
Who are Limited English Proficient
1992-93

Type of Student	Total Enrollment	Number of LEP Students	Percent LEP
Total U.S and D.C.			
Public School Students	39,636,634	2,507,776	6.3
Nonpublic School Students	3,996,704	50,711	1.3
Total Students	43,633,338	2,558,487	5.9
Total U.S., D.C. and Territories			
Public School Students	40,319,496	2,681,130	6.6
Nonpublic School Students	4,125,443	54,822	1.3
Total Students	44,444,939	2,735,952	6.2

Figure 2.2
Percent LEP Enrollment by State, 1992-93


ID
WI
ME
VT
NH
RI
PA
NE
IA
IN
OH
DE
MD
DC
WV
VA
KS
MO
KY
NC
TN
AR
SC
MS
AL
GA
LA
HI
Key:
☐ Data not reported
▨ Less than 2%
■ 2% to less than 5%
■ 5% or greater

Note: The District of Columbia has 5.7 percent LEP enrollment and Puerto Rico has 19.9 percent LSP enrollment. Data for Oregon are estimates.

3

Educational Condition of LEP Students

The Bilingual Education Act calls for grant recipients to report data on "evidence of the educational condition of the limited English proficient students, such as reading, mathematics, and subject matter test scores, and, where available, data on grade retention rates and student dropout rates" (section 7021(c)(2)(c)(iii)). Providing these data has long been a problem for SEAs; according to the ARC analysis, these items generally have had the lowest response rates. For the years that ARC analyzed, SEA response rates to the questions about dropout and retention rates were less than 50 percent. At the same time, however ARCs survey results indicated all SEA Title VII offices collected these data. The SEA respondents to the ARC survey also rated these data as being of the poorest quality of any of the SEA Survey data elements. ARC concluded their analysis of the educational condition items as follows: "[a]s currently reported the data appear to be incomplete, difficult to aggregate or interpret, and potentially misleading" (ARC, 1991, pp. 4-29, 4-30).

For the 1992-93 SEA Survey, low response rates continue to be a concern, with 37 SEAs providing data on dropouts, 31 on retention, and 33 on test performance. Lack of full response by the SEAs to the SEA Survey makes it difficult to generate a national picture of the educational condition of LEP students. SEAs reportedly face substantial problems in obtaining data on student performance classified by LEP status, and such indicators of educational condition as the number of dropouts also generate definitional problems within and across states.

Retention and Dropout Rates[9]

Table 3.1 presents a summary across responding SEAs of the number and percentage of LEP students who were retained or dropped out of school in 1990-91 through 1992-93. In 1992-93, the 31 SEAs providing data on retention enrolled a total of 470,598 LEP students (fewer than 20 percent of the number reported by all SEAs). These SEAs indicated that 10,685 students were reported as being retained in grade; that number is equivalent to about 2.3 percent of the total number of LEP students in their states. On an SEA-by-SEA basis, the percentage of retentions ranged from 0.3 percent to 4.6 percent (see table B2); it is not clear whether this difference reflects real differences between retention patterns among states or reporting differences. The percentage of LEP students who were retained or who dropped out in 1992-93 was about the same as that reported in earlier years. (Table 3.1)

Table 3.1

Number and Percentage of LEP Students Who Were Retained
or Who Dropped Out of School
1990-91 through 1992-93 [a]

	LEP Students					
	1990-91		1991-92		1992-93	
Educational Condition	Number	Percent	Number	Percent	Number	Percent
Retained in one or more grades[b]	8,162	2.1	9,642	2.3	10,685	2.3
Dropped out of school[c]	12,679	2.5	11,864	2.0	10,858	1.5

[a] Includes the U.S., D.C., and the Territories
[b] Number of SEAs responding: 1990-91 = 33; 1991-92 = 28; 1992-93 = 31.
[c] Number of SEAs responding: 1990-91 = 33; 1991-92 = 31; 1992-93 = 37.

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[9] SEAs reporting a retention or dropout rate of 0 were excluded from this analysis. It was not possible to ascertain whether these were true 0s or missing data. However, it is unlikely that an SEA would actually have no dropouts or students retained in grade.

Table 3.1 also provides a summary of dropout data, indicating that 10,858 LEP students were reported to have dropped out in 1992-93. The 37 SEAs that reported dropout information enrolled 710,535 LEP students or about one-fourth of the nation's LEP students. The number of reported LEP student dropouts constitutes about 1.5 percent of the responding states' LEP students. Across SEAs, the LEP dropout rate ranged from a low of 0.1 percent to a high of 4.6 percent. From 1990-91 to 1992-93, the LEP dropout rate declined slightly from 2.5 to 1.5 percent. As is the case for retentions, it is not possible to determine from the SEA Survey data whether these dropout rate differences reflect actual patterns or reporting differences.

Academic Test Performance

Data about the performance of LEP students on tests covering academic areas are also questionable because of the low SEA response rates: in 1992-93, results for reading were provided by 33 SEAs, for mathematics by 30 SEAs, for science by 17, and for social studies by 14 SEAs.[10] In addition, even from the reporting SEAs, too little information is provided to interpret the results. More specifically, information is provided only about the number of LEP students who score below state norms; information on the total number of LEP students tested, the total number eligible for testing but who were not tested, and such other contextual data as the basis of the state norm, what grade levels of students are commonly tested, level of the test, and so forth are not provided.[11] States may use the results of pre-existing state or local testing programs for the academic test performance data, some of which test a sample of students rather than the universe. Since states are not required to report the type of methodology used to report the performance data, it is not possible to know how many states rely on sample data for this information, nor whether the sample data are weighted or unweighted.

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[10] The number of LEP students included in the achievement analyses is a small fraction of the total LEP population. For example, reading information was collected on only 12 percent of the total number of identified LEP students and mathematics information for 8 percent.

[11] The 1990-91 SEA Survey also asked the SEA to indicate how many students who were tested were above state norms, below state norms, or at the state norm; presumably, those three categories sum to the number of LEP students tested and for whom data are available at the SEA level.

Table 3.2 summarizes SEA-reported data on the number of LEP students scoring below state norms. The 33 SEAs responding for reading reported that about 313,000 LEP students scored below state norms. For mathematics, 30 SEAs reported that about 226,000 scored below the state norm. For both science and social studies, about 82,000 were reported as scoring below state norms. Appendix Table B3 provides state-by-state information about the number of LEP students who score below state norms.

Table 3.2

Number and Percentage of LEP Students Scoring Below State Norms,
By Subject
1991-92 and 1992-93 [a]

	LEP Students Scoring Below State Norms			
	1991-92		1992-93	
Subject Tested	Number	Percent	Number	Percent
English Reading[b]	273,689	29.8	312,811	27.7
Mathematics[c]	178,300	20.2	226,272	20.4
Science[d]	112,394	26.7	82,007	14.6
Social Studies[e]	111,738	26.5	81,541	14.8

[a] These data should be interpreted with caution because it is not known (1) how many LEP students were tested; (2) how many LEP students were eligible for testing; and (3) what was the basis of the state norm.

[b] Number of SEAs responding: 1991-92 = 30; 1992-93 = 33.

[c] Number of SEAs responding: 1991-92 = 26; 1992-93 = 30.

[d] Number of SEAs responding: 1991-92 = 11; 1992-93 = 17.

[e] Number of SEAs responding: 1991-92 = 11; 1992-93 = 14.

Educational Condition Data Limitations

The data collected through the SEA Survey may not provide a valid picture of the educational condition of LEP students for four reasons. First, the SEA response rate is too low to provide confidence that the reported data are typical of all states. This is compounded by the fact that, while a slight majority of SEAs may actually provide a response, those states enroll no more than about one-fourth of the nation's LEP students, so most LEP students' educational conditions are not reflected in the SEA Survey data.

Second, SEA reports of dropout and retention rates and test results are based on locally generated data that are reported to the SEA directly or collected from LEAs by the SEAs via surveys. The magnitude of the variations across states in the percent of LEP retention and dropouts, which appear greater than would be expected based on actual local patterns (particularly once local data are aggregated at the state level), suggest that within-state data reporting problems may be common.

The third reason is a particular problem for dropout data: determining whether a student has in fact dropped out (rather than transferred, deceased, stopped out, etc.) is subject to different interpretations at the local and state levels. As a consequence, SEAs are likely basing their counts on different approaches to determining dropout status. Although the SEA Survey form's directions tell the SEAs not to count stopouts or transfers, determining the actual status of an individual child is not that easy.

The fourth reason is specific to the test data: too little information is provided to interpret the data that are provided. As a result, no one can look at the data on the number of LEP students scoring below state norms and draw any conclusions about the educational condition of LEP students. At a minimum, three additional data elements are needed: (1) how many LEP students were tested; (2) how many were eligible for testing; and (3) what was the basis of the state norm.

4

Identifying LEP Students

Currently, there is no federally mandated definition of limited English proficiency, therefore who is determined to be LEP depends largely on state and local agencies. The lack of a uniform definition of limited English proficiency has led to a wide range of identification methods and procedures used to identify students for LEP services across states, districts, and schools, and to inconsistent reporting of information on LEP students within and across states.

The federal definition of "limited English proficiency" is found in Section 7003 of the Title VII Act:

(1) The terms "limited English proficiency" and "limited English proficient" when used with reference to individuals means:

  (A) individuals who were not born in the United States or whose native language is other than English;

  (B) individuals who come from environments where language other than English is dominant; and

  (C) individuals who are American Indian and Alaskan Natives and who come from environments where language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

The SEA Survey requests that states describe the criteria/definitions used to identify LEP students. These criteria/definitions are not necessarily state mandated, and in many states, LEAs have the authority to set identification criteria and procedures. Several states (and/or localities) have elected to use all or part of the federal LEP definition. Table 4.1 summarizes the type of criteria used by states to identify LEP students. In 1992-93, 48 SEAs (and/or their LEAs) used the non-English background provision, 33 used the difficulties with the four language proficiencies (speaking, reading, writing, and/or understanding English) provision, and 33 used both. Twenty states used various percentile cutoffs on standardized tests as a criteria for determining limited English proficiency. Other factors, which were used by 15 states to identify LEP students, include grade reports and teacher judgment.

Table 4.1

Type of Criteria Used by States to Identify LEP Students
1992-93
(n=53)

Criteria	Number of States	Percent of States
Non-English Language Background	48	90.6
Difficulty with the Four Proficiencies	33	62.3
Percentile Cutoff	20	37.8
Local Determination	11	20.8
Other	15	28.3

OBEMLA believes that a thorough identification process first should involve a home language survey to determine if any other language other than English is spoken in the home. If the survey produces a positive response, OBEMLA recommends that at least one objective and one subjective measure of English proficiency should be employed. The objective measure could be a standardized achievement test. Scoring below a certain percentile ranking would signify LEP status. Subjective measures could include recommendations from parents, classroom teachers, counselors, or others with direct knowledge of the student's ability to learn and perform in an all English class (OBEMLA, The Condition of Bilingual Education in the Nation: A Report to Congress and the President, 1992).

During the 1992-93 school year, all but three of the reporting SEAs used a home language survey as a factor in identifying LEP students, although it is not possible to ascertain from the SEA Survey whether it formed the basis of determining limited English proficiency. Of the subjective criteria that may have been used by states, most used parent information (46 states), teacher observation (44 states), and student records (42 states). About three-quarters of the states also relied on referrals, teacher interviews, student grades, and informal assessments. All but three states used at least one language proficiency test as an objective measure of limited English proficiency, with the Language Assessment Scales (LAS) and the Language Assessment Battery (LAB) most commonly reported across states. Achievement tests were used in 38 states (including the CTBS, ITBS, SAT, and CAT) and criterion referenced tests were used by 22 states (and/or their LEAs) (Table 4.2 and Figure 4.1).

Table 4.2

Type of Tests Used to Identify LEP Students
1992-93
N=53

Type of Test	Number of States	Percent of States
Language Proficiency Test	50	94.3
Achievement Test	38	71.7
Criterion Referenced Test	22	41.5
Other	27	50.9

In general, states use multiple criteria in identifying LEP students. In 1992-93, all of the states reported using at least three criteria, and about 90 percent of the states reported using six or more. Ten states (and/or their LEAs) used all twelve criteria. (Figure 4.2)

Figure 4.1

Methods Used by SEAs for Identifying LEP Students, 1992-93

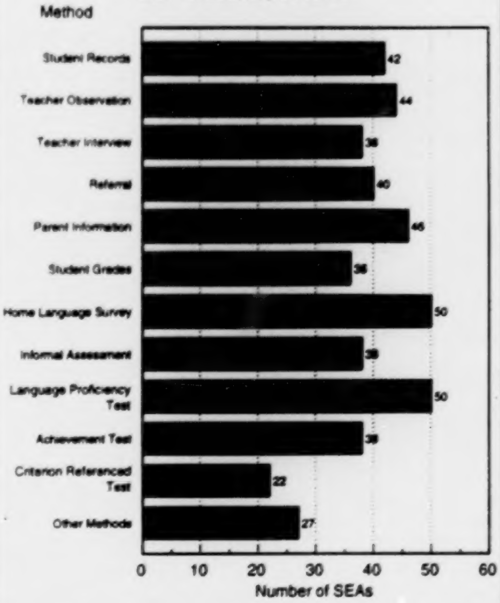
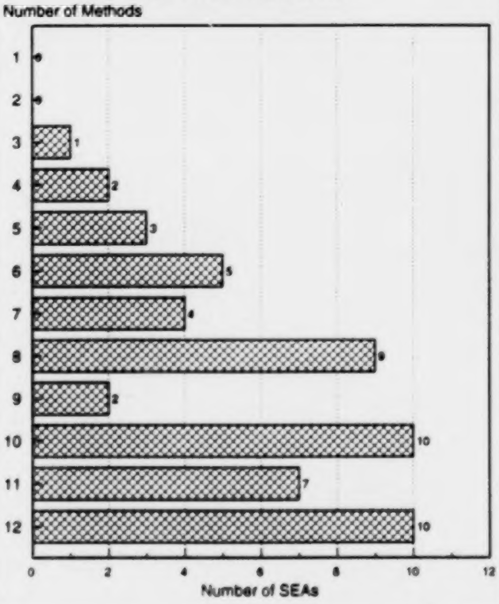


Figure 4.2

Number of Methods Used by SEAs for Identifying LEP Students, 1992-93



5

Educational Programs for LEP Students

Federal, State, and Local Programs

LEP students may receive services through one or more of a variety of federal, state, and local educational programs. With the passage of the Bilingual Education Act in 1968, the federal government directly addressed the educational needs of LEP students, primarily through the provision of English language instruction to low-income LEP students. As the program evolved, Congress eliminated the poverty requirements and allowed states to include instruction in the children's native language. Currently, there are five major programs designed to serve LEP children funded under Title VII (Part A)[12]:

- **The Transitional Bilingual Education (TBE) Program**--assists LEP students in elementary and secondary schools to acquire English language skills and also to meet the promotion and graduation standards by providing content area instruction in the native language to the extent necessary;
- **The Developmental Bilingual Education (DBE) Programs**--are full-time instructional programs which provide structured English language instruction and instruction in a second language. These programs must help students achieve competence in English and a second language while mastering subject matter skills;
- **The Special Alternative Instructional Program (SAIP)**--offers specially designed curricula to meet the linguistic and instructional needs of LEP students in elementary and secondary schools. In such programs the native language of the LEP students need not be used;

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[12] A sixth Part A program, the Academic Excellence Program, is a demonstration/dissemination program that is not designed to provide direct services to children.

- **The Family English Literacy (FEL) Program**--assists LEP adults and out-of-school youth to achieve competence in English. Classes may be conducted in English only or in English and the students' native language. Preference for inclusion in the program is given to the parents and immediate family of LEP students assisted under the Bilingual Education Act; and

- **The Special Populations Program (SPP)**--assists preschool, special education, and gifted and talented programs serving LEP students.

In addition to the listed Title VII programs, LEP students may receive services under the Recent Arrival and Magnet Middle Schools priorities of the TBE, SAIP, and/or DBE.

- **Recent Arrival Priority Grants**--are allocated to LEAs to serve students who are part of recent and major influxes of LEP students into school districts.

- **Magnet Middle Schools Priority Program**--is designed to serve LEP students grades 6 through 9 in existing magnet schools with an emphasis on academic achievement and dropout prevention. Magnet School grants were given to SAIP and DBE programs during the 1991-92 and 1992-93 school year.

LEP students may also be served under several federally funded programs other than Title VII that are targeted to educationally and/or economically disadvantaged students. These programs include:

- **Chapter 1, Title I, ESEA**--provides instructional and support services to educationally disadvantaged students in school districts with high concentrations of low-income children;

- **Chapter 1, Migrant**--provides financial assistance to SEAs to establish and improve programs to meet the special needs of migratory children of migratory agricultural workers or fishers through instructional and support services;

- **Even Start**--supports family centered educational programs that involve parents and children in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners;

- **Emergency Immigrant Education Assistance Act Program**--assists SEAs and LEAs in providing supplementary education services and offsetting costs for immigrant children enrolled in elementary and secondary public and nonpublic schools;

- **Special Education**--provides formula grants to SEAs to help meet the costs of providing special education and related services to address the needs of children with disabilities; and
- **Vocational Education**--assists states' efforts to expand and improve their programs of vocational education and provide equal opportunity in vocational education for traditionally underserved populations.

While the federal government has been playing an increasing role in serving LEP students over the last two decades, states have traditionally provided some formal education programs to provide English-language instruction to immigrant populations from as early as the mid-1800s. Today, over one-half of the states provide bilingual education programs, and almost two-thirds operate English as a second language (ESL) programs.

LEP Enrollment in Programs Designed to Meet Their Educational Needs[13]

In 1992-93, nearly 78 percent (2.1 million) of LEP students reported by SEAs received services through programs specifically designed to meet their educational needs. The percentage of public school LEP students (78.9 percent) receiving services was significantly greater than for LEP students enrolled in nonpublic schools (24.3 percent). Of the 53 states and outlying areas that reported information on the number of LEP students served, over one-half reported serving 80 percent or more of their LEP student population. (Table B6)

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[13] Puerto Rico provided total federal program participant counts rather than counts for identified Limited Spanish Proficient (LSP) students. Therefore, the federal program data for Puerto Rico have been eliminated from this analysis.

Table 5.1

Number and Percentage of Public and Nonpublic School LEP Students Enrolled in Programs Designed to Meet their Educational Needs
1990-91 through 1992-93

Type of Student	LEP Students Enrolled in Programs Designed to Meet Their Educational Needs					
	1990-91		1991-92		1992-93	
	Number	Percent	Number	Percent	Number	Percent
Public School Students	1,729,986	79.1	1,886,538	79.2	2,114,284	78.9
Nonpublic School Students	12,851	26.5	13,216	26.5	13,345	24.3
Total	1,745,105	78.2	1,899,754	78.2	2,127,629	77.8

Enrollment in Federal Programs

At the national level, 332,675 LEP students were provided services through the Title VII funded programs, constituting 12 percent of all LEP students. Eight percent of LEP students were enrolled in the TBE program, 3 percent in SAIP, and less than 1 percent in each of the remaining programs. Thirty-seven states and outlying areas reported serving LEP students through the TBE program, 37 through SAIP, 9 through DBE programs, 10 through FELP, 12 through SPP, 6 through the Recent Arrivals Program, and 4 through the Magnet Schools Program. (Table 5.2 and Table B8)

Of the non-Title VII federal programs, the Chapter 1 program was the most common program for service delivery to LEP students. Nationally, about 26 percent of LEP students were enrolled in Chapter 1, and over three-quarters of the states and territories reported serving LEP students through the program. The Emergency Immigrant Education Assistance Act program enrolled 26 percent of the LEP students and was offered in 33 states. Relatively few LEP students were reported as being served through Chapter 1 Migrant (8 percent), Special Education (6 percent), Vocational (3 percent), and Even Start (less than 1 percent). LEP students were also served in a handful of other federally funded programs, including Chapter 2, Head Start, and Title V Indian Education. See Table B8 for the types of other federal programs by state that enrolled LEP students during the 1992-93 school year.

LEP Enrollment in State and Local Programs[14]

LEP students were more likely to participate in a state or local bilingual education program than in a federal program. Almost one-half of all LEP students received services through a state bilingual program. Nearly two-thirds of the states and outlying areas reported serving LEP children through state operated bilingual programs. About 28 percent of students served in special programs received services through a state ESL only program. (Tables 5.2 and B8.)

There were few changes in program participation between 1990-91 and 1992-93. For example, within the Title VII programs, TBE participation decreased from 8.7 to 7.6 percent. Small increases occurred in the DBE and SAIP programs, as well as the Family English Literacy and Special Population Programs. The most significant changes occurred within the other federal program categories. LEP participation in the Emergency Immigrant Education Assistance Act Program more than doubled, while Chapter 1 LEP participation declined from 52 to 26 percent between years. (Table 5.2)

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[14] Florida reported a highly duplicated count of the number of LEP students served through the state's Bilingual Education program. Because the magnitude of the duplication of participant counts greatly impacted the national estimates, Florida's numbers were reduced to reflect the total number of LEP students served reported in Item I.A.3 (119,520 students).

Table 5.2

Types of Programs Serving LEP Students
1990-91 through 1992-93

Type of Program	Percent of National LEP Served		
	1990-91	1991-92	1992-93
Title VII Programs			
Transitional Bilingual Education	8.694	7.725	7.584
Developmental Bilingual Education	0.148	0.250	0.314
Special Alternative Instruction Program	1.442	1.930	2.889
Recent Arrivals	0.000	0.278	0.487
Magnet Schools	0.004	0.043	0.024
Family English Literacy Program[a]	0.252	0.375	0.310
Special Populations	0.210	0.168	0.510
Total Title VII	11.124	10.770	12.118
Other Federal Programs			
Chapter 1	52.463	31.301	26.146
Migrant	b/	7.451	8.284
Even Start	0.030	0.296	0.313
Emergency Immigrant Education Assistance Act	11.358	30.104	25.798
Special Education	6.550	6.307	6.038
Vocational Education	b/	2.954	2.644
State Programs			
State Bilingual Education	c/	48.70	48.61
State ESL Only	c/	26.87	27.45

a/ The Family English Literacy Program was designed to serve the parents of Title VII students and out-of-school youth.

b/ Data not collected in 1990-91

c/ Data not collected in same format as the 1991-92 and 1992-93 data.

6

Findings and Implications

Enrollment of LEP Students

For the 1992-93 school year, 53 SEAs in the U.S. and territories reported that almost 2,736,000 LEP students were enrolled in public or nonpublic elementary or secondary schools. This count reflects an upward trend over the past several years: since 1985-86, yearly increases in the number of LEP students have averaged 9.2 percent. It is not known what proportion of this high rate of increase is due to actual growth in the LEP population, better reporting, or changes in definitions of LEP status, but the consistency of the increase argues for a large proportion being due to population change.

Only 36 SEAs reported on the number of LEP students in nonpublic schools and the percentage of LEP students for the reporting SEAs is much lower than for public schools. It is not clear how much of the difference in LEP percentages between public and nonpublic schools is due to actual differences in the populations served or to inadequate reporting procedures within states. It is clear, however, that there is a nonpublic LEP student undercount because about one-fourth of the SEAs do not provide any data on the numbers of nonpublic students.

Educational Condition of LEP Students

The data provided on the SEA Survey do not provide a valid basis for making judgments about the educational condition of LEP students. Too few SEAs respond to the specific items to produce a national pattern and insufficient supporting information is provided to interpret the data that are provided.

Identifying LEP Students

The SEA Survey requests that states describe the criteria/definitions used to identify LEP students. These criteria/definitions are not necessarily state mandated, and in many states, LEAs have the authority to set identification criteria and procedures. Several states (and/or localities) have elected to use all or part of the federal LEP definition. In 1992-93, 48 states and outlying areas (and/or their LEAs) used the non-English background provision, 33 used the difficulties with the four language proficiencies (speaking, reading, writing, and/or understanding English) provision, and 33 used both.

In general, states use multiple criteria in identifying LEP students. In 1992-93, all of the states used at least three criteria, and about 90 percent of the states used six or more. Ten states (and/or their LEAs) used all twelve of the criteria listed on the SEA Survey form. During the 1992-93 school year, all but 3 of the reporting SEAs used a home language survey as a factor in identifying LEP students. Most reported use of parent information (46 states), teacher observation (44 states) and student records (42 states). About three-quarters of the states also relied on referrals, teacher interviews, student grades, and informal assessments. All but three states used at least one language proficiency test as an objective measure of limited English proficiency, with the Language Assessment Scales (LAS) and the Language Assessment Battery (LAB) most commonly reported across states. Achievement tests were used in 38 states (including the CTBS, ITBS, SAT, and CAT) and criterion referenced were used by 22 states (and/or their LEAs).

Educational Programs for LEP Students

Among public school students, 78.9 percent were enrolled in special programs, and 24.3 percent of nonpublic students were enrolled in special programs. The largest proportions of LEP students are served in state and local programs, with those programs reportedly serving 49 percent of all LEP students. Since state and local programs are not commonly available to students in nonpublic schools, the large difference between public and nonpublic LEP student participation is understandable, particularly when coupled with the generally poorer quality of data concerning nonpublic school LEP students. Chapter 1 is the largest federal program serving

LEP students; it enrolls about 26 percent of LEP students. Title VII programs enroll about 12 percent.

Appendix A

SEA Survey Data Review Procedures

This appendix describes the procedures used to review data provided by the SEAs on the SEA Survey for 1992-93 and for earlier years, as appropriate. The purpose of the review procedures and the activities following from them was to ensure the data summarized in this report are as free from error as possible.

Review Procedures for SEA Survey Data

OBEMLA received the State Surveys for 1992-93 during the first four months of 1994. Westat was subcontracted to by OBEMLA through Development Associates, Inc. to prepare the data files and to review, correct, and summarize the Survey data.

When reviewing the data, Westat performed some basic internal consistency checks including:

1) that the sum of the parts agreed with reported totals;

2) that the sum of items 3 (total LEPs served) and 5 (total LEPs not served) agreed with the total reported for item 2 (total LEPs enrolled);

3) that the total LEP enrollment did not exceed the total K-12 enrollment; and

4) that the number of LEPs student enrolled in federal, state, and local programs did not exceed the number of LEP students served.

Westat verified any data inconsistencies with OBEMLA and the SEA. In some cases, SEAs revised their initial submission, which Westat entered into the master data base. In other instances, the State provided explanations as to why the data were not reported in the required format.

Review Procedures for SEA Survey Data for 1990-91 and Prior Years

Limited attention in this report is paid to data for 1990-91 and earlier years. The primary reasons for this are (1) that the data prior to the 1991-92 SEA Survey could not be reviewed and verified or corrected and (2) significant changes were made by OBEMLA in the SEA Survey form for the 1991-92 school year. These two topics are addressed in this section.

Reviewing 1990-91 SEA Survey Data

Westat received both the SEA Surveys and a dBase file containing the 1990-91 data from OBEMLA and cross checked each SEA Survey against the entered data. In cases where the data were not in agreement, Westat entered the number provided on the SEA survey, unless documentation for a change was provided by OBEMLA. Because Westat changed some of the data provided by OBEMLA, the 1990-91 data presented in this report may not agree with data presented in previous reports, graphs, or other tabular presentations. Westat also performed the same internal consistency checks that were performed on the 1991-92 data, although the SEAs were not contacted if a discrepancy was detected.

Changes in SEA Survey Form

The most obvious change is the addition of a page and one-half of item-by-item instructions designed to clarify acceptable response patterns; no instructions were provided on the form in prior years. Other changes ranged from minor wording changes to significant changes in item substance. The following list describes the changes made in 1991-92 compared to 1990-91:

Part I	
Item IA1 -	No changes
Item IA2 -	No changes
Item IA3 -	Minor wording changes
Item IA4 -	Added Chapter 1 Migrant Education Program, Vocational Education and added specific types of programs (i.e., bilingual education program, ESL only program, other) to state and/or local programs
Item IA5 -	Minor wording changes
Item IB1 -	Added Science and Social Studies under areas tested and deleted request for number of LEP students above local norm or at local norm (and changed the normative reference to state from local)

Item IB2 -	Minor wording changes
Item IB3 -	Minor wording changes
Part II -	No changes
Part III	
Item IIIA-	Minor wording changes and added an "other" response category
Item IIIB-	Changed item reference to be used in responding from IA3 to IA4

Responses to items on which no changes were made (i.e., IA1, IA2, IIA, IIB) can be compared; while significant changes on several of the items (i.e., IA4, IB1, and IIIB) effectively preclude comparing the SEAs' responses for the two years. In terms of the items on which minor wording changes were made, it appears to be reasonable to compare the results under some circumstances. In this report, however, these comparisons are not made because the data on the 1990-91 SEA Surveys could not be verified.

Appendix B

Supplementary Tables, by State Educational Agency

The following data tables contain supporting information on each SEAs LEP population. Please note that, for all tables, Puerto Rico has responded with numbers of Limited **Spanish** Proficient (LSP) students instead of LEP students. Please refer to Appendix C for further supporting information including explanations of data changes.

Table B1	Grades K-12 Enrollment, LEP Enrollment, and Percent LEP Enrollment, by State: 1991-92 and 1992-93 1. Total figures 2. Public only 3. Nonpublic only
Table B2	Number and Percent of LEP Students Reported to Have Dropped Out or Been Retained, by State: 1991-92 and 1992-93
Table B3	Number and Percent of LEP Students Scoring Below the State Norm, by Subject Area Tested and State: 1991-92 and 1992-93 1. English/Reading and Mathematics 2. Science and Social Studies
Table B4	Criteria Used By SEAs to Identify LEP Students, By State: School Year 1992-93
Table B5	Methods Used to Identify LEP Students, by State: 1992-93
Table B6	LEP Students Enrolled in Special Programs to Meet Their Educational Needs, by State: 1991-92 and 1992-93 1. Total figures 2. Public only 3. Nonpublic only
Table B7	Public LEP Students Who Could Benefit From, but are not Enrolled in, Special Programs to Meet Their Educational Needs, by State: 1991-92 and 1992-93
Table B8	Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1991-92 and 1992-93 1-7. Federal programs 8. State programs

Table B1
(1 of 3)

Grades K-12 Total Enrollment, LEP Enrollment, and Percent LEP Enrollment, by State: 1991-92 and 1992-93

	Total K-12 Enrollment			Total K-12 LEP Enrollment			Percent LEP Enrollment a/	
State	1991-92	1992-93	% Change b/	1991-92	1992-93	% Change b/	1991-92	1992-93
Alabama	714,295	714,402	0.0	1,671	2,332	39.6	0.2	0.3
Alaska	121,571	124,697	2.6	12,056	13,489	11.9	9.9	10.8
Arizona	717,352	748,340	4.3	75,941	83,643	10.1	10.6	11.2
Arkansas	c/	440,682	–	c/	3,423	–	–	0.8
California	5,651,962	5,749,791	1.7	1,078,705	1,151,819	6.8	19.1	20.0
Colorado	631,233	653,399	3.5	25,025	24,876	-0.6	4.0	3.8
Connecticut	529,404	537,342	1.5	16,703	17,637	5.6	3.2	3.3
Delaware	125,008	127,559	2.0	2,086	1,847	-11.5	1.7	1.4
District of Columbia	92,840	90,619	-2.4	3,555	5,132	44.4	3.8	5.7
Florida	2,097,753	2,272,243	8.3	97,288	130,131	33.8	4.6	5.7
Georgia	1,249,024	1,273,863	2.0	7,955	10,043	26.2	0.6	0.8
Hawaii	207,171	209,697	1.2	10,433	11,251	7.8	5.0	5.4
Idaho	232,961	238,072	2.2	4,980	4,616	-7.3	2.1	1.9
Illinois	2,163,413	2,120,975	-2.0	87,178	94,471	8.4	4.0	4.5
Indiana	1,054,051	1,058,446	0.4	4,822	5,017	4.0	0.5	0.5
Iowa	537,316	540,571	0.6	4,417	4,556	3.1	0.8	0.8
Kansas	465,481	451,536	-3.0	6,180	6,900	11.7	1.3	1.5
Kentucky	701,854	750,958	7.0	1,544	1,738	12.6	0.2	0.2
Louisiana	869,148	887,965	2.2	9,040	5,890	-34.8	1.0	0.7
Maine	222,641	220,346	-1.0	1,770	1,820	2.8	0.8	0.8
Maryland	826,330	847,826	2.6	12,580	12,719	1.1	1.5	1.5
Massachusetts	975,461	975,065	0.0	42,912	45,405	5.8	4.4	4.7
Michigan	1,847,230	1,737,157	-6.0	36,720	37,272	1.5	2.0	2.1
Minnesota	847,437	868,044	2.4	15,769	17,979	14.0	1.9	2.1
Mississippi	542,445	555,907	2.5	3,058	3,222	5.4	0.6	0.6
Missouri	930,382	961,295	3.3	4,350	4,365	0.3	0.5	0.5
Montana	163,576	167,827	2.6	6,824	7,817	14.6	4.2	4.7
Nebraska	316,441	319,609	1.0	1,856	2,623	41.3	0.6	0.8
Nevada	221,627	232,686	5.0	10,735	12,040	12.2	4.8	5.2
New Hampshire	190,798	199,198	4.4	1,135	1,004	-11.5	0.6	0.5
New Jersey	1,297,512	1,331,660	2.6	47,515	49,627	4.4	3.7	3.7
New Mexico	336,260	310,914	-7.5	64,307	83,771	30.3	19.1	26.9
New York	3,082,996	3,107,102	0.8	184,857	194,593	5.3	6.0	6.3
North Carolina	1,175,310	1,158,960	-1.4	7,026	8,900	26.7	0.6	0.8
North Dakota	126,709	127,361	0.5	9,579	8,652	-9.7	7.6	6.8
Ohio	2,005,503	2,080,869	3.8	11,172	11,125	-0.4	0.6	0.5
Oklahoma	599,734	609,125	1.6	17,705	19,714	11.3	3.0	3.2
Oregon e/	529,420	540,122	2.0	12,605	16,359	29.8	2.4	3.0
Pennsylvania	c/	c/	–	c/	c/	–	–	–
Rhode Island	166,618	171,423	2.9	8,142	[illegible],350	2.6	4.9	4.9
South Carolina	685,753	688,516	0.4	1,466	1,594	8.7	0.2	0.2
South Dakota	152,009	152,829	0.5	8,961	8,197	-8.5	5.9	5.4
Tennessee	954,254	975,970	2.3	2,636	2,770	5.1	0.3	0.3
Texas	3,511,784	3,714,384	5.8	331,869	344,915	3.9	9.5	9.3
Utah	436,031	437,097	0.2	23,598	24,447	3.6	5.4	5.6
Vermont	100,061	110,626	10.6	580	723	24.7	0.6	0.7
Virginia	c/	c/	–	c/	c/	–	–	–
Washington	930,691	962,908	3.5	34,314	32,858	-4.2	3.7	3.4
West Virginia	c/	c/	–	c/	c/	–	–	–
Wisconsin	959,998	976,222	1.7	15,159	14,788	-2.4	1.6	1.5
Wyoming	100,714	101,133	0.4	1,996	2,027	1.6	2.0	2.0
Total U.S. and D.C.	42,397,562	43,633,338	2.9	2,370,775	2,558,487	7.9	5.6	5.9
American Samoa	13,680	14,594	6.7	11,788	13,972	18.5	86.2	95.7
Guam	c/	c/	–	c/	c/	–	–	–
Northern Marianas	8,566	9,789	14.3	8,307	9,564	15.1	97.0	97.7
Palau	3,444	3,356	-2.6	2,823	2,823	0.0	82.0	84.1
Puerto Rico f/	688,897	754,401	9.5	34,619	149,824	332.8	5.0	19.9
Virgin Islands	22,368	29,461	31.7	2,400	1,282	-46.6	10.7	4.4
Total U.S., D.C., and Territories	43,134,517	44,444,939	3.0	2,430,712	2,735,952	12.6	5.6	6.2

a/ Percentage was calculated based on totals from only those states responding to both data items.
b/ Percentage was calculated based on totals from only those states responding to this data item for both years.
c/ SEA did not participate.
d/ Data not reported.
e/ The LEP count for Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table B1
(2 of 3)

PUBLIC ONLY Grades K-12 Total Enrollment, LEP Enrollment, and Percent LEP Enrollment, by State: 1991-92 and 1992-93

	Public K-12 Enrollment			Public K-12 LEP Enrollment			Public Percent LEP Enrollment a/	
State	1991-92	1992-93	% Change b/	1991-92	1992-93	% Change b/	1991-92	1992-93
Alabama	714,295	714,402	0.0	1,671	2,332	39.6	0.2	0.3
Alaska	116,769	120,116	2.9	12,056	13,489	11.9	10.3	11.2
Arizona	683,041	711,899	4.2	67,398	75,910	12.6	9.9	10.7
Arkansas	c/	440,682	–	c/	3,423	–	–	0.8
California	5,107,145	5,195,777	1.7	1,078,705	1,151,819	6.8	21.1	22.2
Colorado	593,091	612,635	3.3	25,025	24,876	-0.6	4.2	4.1
Connecticut	465,727	473,055	1.6	16,703	17,637	5.6	3.6	3.7
Delaware	102,196	104,321	2.1	1,929	1,701	-11.8	1.9	1.6
District of Columbia	80,618	80,678	0.1	3,461	4,620	33.5	4.3	5.7
Florida	1,902,563	2,071,980	8.9	97,288	130,131	33.8	5.1	6.3
Georgia	1,177,382	1,200,530	2.0	7,817	9,803	25.4	0.7	0.8
Hawaii	174,249	176,923	1.5	10,335	11,172	8.1	5.9	6.3
Idaho	225,826	231,816	2.7	4,970	4,596	-7.5	2.2	2.0
Illinois	1,848,166	1,833,865	-0.8	87,178	94,471	8.4	4.7	5.2
Indiana	955,676	959,876	0.4	4,822	5,017	4.0	0.5	0.5
Iowa	491,451	495,342	0.8	4,266	4,319	1.2	0.9	0.9
Kansas	437,034	451,536	3.3	6,066	6,900	13.7	1.4	1.5
Kentucky	640,477	687,158	7.3	1,544	1,658	7.4	0.2	0.2
Louisiana	737,414	767,457	4.1	8,339	5,878	-29.5	1.1	0.8
Maine	210,572	207,779	-1.3	1,662	1,713	3.1	0.8	0.8
Maryland	720,671	735,698	2.1	12,101	12,076	-0.2	1.7	1.6
Massachusetts	848,368	861,468	1.5	42,598	41,580	-2.4	5.0	4.8
Michigan	1,677,073	1,567,000	-6.6	36,720	37,272	1.5	2.2	2.4
Minnesota	766,784	786,413	2.6	15,769	17,979	14.0	2.1	2.3
Mississippi	500,183	505,444	1.1	1,748	1,891	8.2	0.3	0.4
Missouri	827,404	840,409	1.6	3,838	3,804	-0.9	0.5	0.5
Montana	155,522	159,760	2.7	6,374	7,341	15.2	4.1	4.6
Nebraska	278,972	281,367	0.9	1,805	2,482	37.5	0.6	0.9
Nevada	211,810	222,846	5.2	10,664	11,970	12.2	5.0	5.4
New Hampshire	174,820	181,247	3.7	1,054	842	-20.1	0.6	0.5
New Jersey	1,098,386	1,130,560	2.9	45,204	46,573	3.0	4.1	4.1
New Mexico	308,867	283,145	-8.3	64,307	83,771	30.3	20.8	29.6
New York	2,613,938	2,637,745	0.9	165,484	173,347	4.8	6.3	6.6
North Carolina	1,121,124	1,100,936	-1.8	7,026	8,867	26.2	0.6	0.8
North Dakota	117,719	118,094	0.3	8,076	6,835	-15.4	6.9	5.8
Ohio	1,779,238	1,841,369	3.5	10,596	10,304	-2.8	0.6	0.6
Oklahoma	588,177	597,096	1.5	16,393	19,368	18.1	2.8	3.2
Oregon e/	498,614	510,122	2.3	12,605	16,359	29.8	2.5	3.2
Pennsylvania	c/	c/	–	c/	c/	–	–	–
Rhode Island	141,922	145,676	2.6	7,649	7,839	2.5	5.4	5.4
South Carolina	642,364	646,988	0.7	1,396	1,502	7.6	0.2	0.2
South Dakota	134,573	135,267	0.5	5,848	4,527	-22.6	4.3	3.3
Tennessee	880,246	906,975	3.0	2,569	2,731	6.3	0.3	0.3
Texas	3,382,000	3,541,769	5.3	331,054	343,356	3.7	9.8	9.7
Utah	427,455	432,979	1.3	23,598	24,447	3.6	5.5	5.6
Vermont	97,137	101,591	4.6	550	714	29.8	0.6	0.7
Virginia	c/	c/	–	c/	c/	–	–	–
Washington	865,653	896,475	3.6	33,904	32,339	-4.6	3.9	3.6
West Virginia	c/	c/	–	c/	c/	–	–	–
Wisconsin	814,671	829,415	1.8	14,676	14,243	-3.0	1.8	1.7
Wyoming	99,734	100,313	0.6	1,705	1,952	14.5	1.7	1.9
Total U.S. and D.C.	38,417,117	39,636,634	3.2	2,326,546	2,507,776	7.8	6.1	6.3
American Samoa	12,178	12,792	5.0	10,964	12,441	13.5	90.0	97.3
Guam	c/	c/	–	c/	c/	–	–	–
Northern Marianas	6,637	7,732	16.5	6,571	7,632	16.1	99.0	98.7
Palau	2,653	2,653	0.0	2,175	2,175	0.0	82.0	82.0
Puerto Rico f/	642,392	637,034	-0.8	32,119	149,824	366.5	5.0	23.5
Virgin Islands	22,368	22,651	1.3	2,400	1,282	-46.6	10.7	5.7
Total U.S., D.C., and Territories	39,103,345	40,319,496	3.1	2,360,775	2,681,130	12.6	6.1	6.6

a/ Percentage was calculated based on totals from only those states responding to both data items.
b/ Percentage was calculated based on totals from only those states responding to this data item for both years.
c/ SEA did not participate.
d/ Data not reported.
e/ The LEP count for Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table B1
(3 of 3)

NONPUBLIC ONLY: Grades K-12 Total Enrollment, LEP Enrollment, and Percent LEP Enrollment, by State: 1991-92 and 1992-93

	Nonpublic K-12 Enrollment			Nonpublic K-12 LEP Enrollment			Nonpublic Percent LEP Enrollment a/	
State	1991-92	1992-93	% Change b/	1991-92	1992-93	% Change b/	1991-92	1992-93
Alabama	d/	d/	–	d/	d/	–	–	–
Alaska	4,802	4,581	-4.6	d/	d/	–	–	–
Arizona	34,311	36,441	6.2	8,543	7,733	-9.5	24.9	21.2
Arkansas	c/	d/	–	c/	d/	–	–	–
California	544,817	554,014	1.7	d/	d/	–	–	–
Colorado	38,142	40,764	6.9	d/	d/	–	–	–
Connecticut	63,677	64,287	1.0	d/	d/	–	–	–
Delaware	22,812	23,238	1.9	157	146	-7.0	0.7	0.6
District of Columbia	12,222	9,941	-18.7	94	512	444.7	0.8	5.2
Florida	195,190	200,263	2.6	d/	d/	–	–	–
Georgia	71,642	73,333	2.4	138	240	73.9	0.2	0.3
Hawaii	32,922	32,774	-0.4	98	79	-19.4	0.3	0.2
Idaho	7,135	6,256	-12.3	10	20	100.0	0.1	0.3
Illinois	315,247	287,090	-8.9	d/	d/	–	–	–
Indiana	98,375	98,570	0.2	d/	d/	–	–	–
Iowa	45,865	45,229	-1.4	151	237	57.0	0.3	0.5
Kansas	28,447	d/	–	114	d/	–	0.4	–
Kentucky	61,377	63,800	3.9	d/	80	–	–	0.1
Louisiana	131,734	120,508	-8.5	701	12	-98.3	0.5	0.0
Maine	12,069	12,567	4.1	108	107	-0.9	0.9	0.9
Maryland	105,659	112,128	6.1	479	643	34.2	0.5	0.6
Massachusetts	127,093	113,597	-10.6	314	3,825	1118.2	0.2	3.4
Michigan	170,157	170,157	0.0	d/	d/	–	–	–
Minnesota	80,653	81,631	1.2	d/	d/	–	–	–
Mississippi	42,262	50,463	19.4	1,310	1,331	1.6	3.1	2.6
Missouri	102,978	120,886	17.4	512	561	9.6	0.5	0.5
Montana	8,054	8,067	0.2	450	476	5.8	5.6	5.9
Nebraska	37,469	38,242	2.1	51	141	176.5	0.1	0.4
Nevada	9,817	9,840	0.2	71	70	-1.4	0.7	0.7
New Hampshire	15,978	17,951	12.3	81	162	100.0	0.5	0.9
New Jersey	199,126	201,100	1.0	2,311	3,054	32.2	1.2	1.5
New Mexico	27,393	27,769	1.4	d/	d/	–	–	–
New York	469,058	469,357	0.1	19,373	21,246	9.7	4.1	4.5
North Carolina	54,186	58,024	7.1	d/	33	–	–	0.1
North Dakota	8,990	9,267	3.1	1,503	1,817	20.9	16.7	19.6
Ohio	226,265	238,880	5.6	576	821	42.5	0.3	0.3
Oklahoma	11,557	12,029	4.1	1,312	346	-73.6	11.4	2.9
Oregon	30,806	30,000	-2.6	d/	d/	d/	–	–
Pennsylvania	c/	c/	–	c/	c/	–	–	–
Rhode Island	24,696	25,747	4.3	493	511	3.7	2.0	2.0
South Carolina	43,389	41,528	-4.3	70	92	31.4	0.2	0.2
South Dakota	17,436	17,562	0.7	3,113	3,670	17.9	17.9	20.9
Tennessee	74,008	68,995	-6.8	67	39	-41.8	0.1	0.1
Texas	149,784	172,615	15.2	815	1,559	91.3	0.5	0.9
Utah	8,576	4,118	-52.0			–	–	–
Vermont	2,924	9,035	209.0	30	9	-70.0	1.0	0.1
Virginia	c/	c/	–	c/	c/	–	–	–
Washington	65,038	66,433	2.1	410	519	26.6	0.6	0.8
West Virginia	c/	c/	–	c/	c/	–	–	–
Wisconsin	145,327	146,807	1.0	483	545	12.8	0.3	0.4
Wyoming	980	820	-16.3	291	75	-74.2	29.7	9.1
Total U.S. and D.C.	3,980,445	3,996,704	0.4	44,229	50,711	14.7	1.1	1.3
American Samoa	1,502	1,802	20.0	824	1,531	85.8	54.9	85.0
Guam	c/	c/	–	c/	c/	–	–	–
Northern Marianas	1,929	2,057	6.6	1,736	1,932	11.3	90.0	93.9
Palau	791	703	-11.1	648	648	0.0	81.9	92.2
Puerto Rico f/	46,505	117,367	152.4	2,500	d/	–	5.4	–
Virgin Islands	d/	6,810	–	d/	d/	–	–	–
Total U.S., D.C., and Territories	4,031,172	4,125,443	2.3	49,937	54,822	9.8	1.2	1.3

a/ Percentage was calculated based on totals from only those states responding to both data items.
b/ Percentage was calculated based on totals from only those states responding to this data item for both years.
c/ SEA did not participate.
d/ Data not reported.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

Table B2

Number and Percent of LEP Students Reported to Have Dropped Out or Been Retained, by State: 1991-92 and 1992-93

	1991-92 LEP Dropouts		1992-93 LEP Dropouts		1991-92 LEP Retained		1992-93 LEP Retained	
State	Number	Percent a/	Number	Percent a/	Number	Percent a/	Number	Percent a/
Alabama	b/	–	b/	–	b/	–	b/	–
Alaska	b/	–	b/	–	b/	–	b/	–
Arizona	b/	–	b/	–	b/	–	b/	–
Arkansas	c/	–	b/	–	c/	–	b/	–
California	b/	–	b/	–	b/	–	b/	–
Colorado	336	1.3	882	3.5	96	0.4	355	1.4
Connecticut	b/	–	113	0.6	b/	–	b/	–
Delaware	b/	–	6	0.3	b/	–	65	3.5
District of Columbia	283	8.0	b/	–	b/	–	b/	–
Florida	1,083	1.1	1,367	1.1	3,675	3.8	4,811	3.7
Georgia	b/	–	b/	–	b/	–	b/	–
Hawaii	35	0.3	28	0.2	453	4.3	514	4.6
Idaho	b/	–	107	2.3	b/	–	57	1.2
Illinois	482	0.6	482	0.5	b/	–	b/	–
Indiana	137	2.8	16	0.3	207	4.3	174	3.5
Iowa	93	2.1	111	2.4	68	1.5	63	1.4
Kansas	91	1.5	171	2.5	80	1.3	96	1.4
Kentucky	b/	–	11	0.6	b/	–	5	0.3
Louisiana	186	2.1	96	1.6	467	5.2	178	3.0
Maine	10	0.6	15	0.8	21	1.2	5	0.3
Maryland	166	1.3	122	1.0	339	2.7	88	0.7
Massachusetts	996	2.3	708	1.6	b/	–	b/	–
Michigan	b/	–	b/	–	b/	–	b/	–
Minnesota	b/	–	341	1.9	475	3.0	395	2.2
Mississippi	46	1.5	26	0.8	166	5.4	146	4.5
Missouri	b/	–	5	0.1	b/	–	21	0.5
Montana	66	1.0	127	1.6	212	3.1	113	1.4
Nebraska	148	8.0	121	4.6	50	2.7	80	3.0
Nevada	109	1.0	120	1.0	133	1.2	159	1.3
New Hampshire	b/	–	b/	–	b/	–	b/	–
New Jersey	1,869	3.9	530	1.1	b/	–	b/	–
New Mexico	1,945	3.0	1,848	2.2	1,255	2.0	1,077	1.3
New York	b/	–	b/	–	b/	–	b/	–
North Carolina	55	0.8	147	1.7	260	3.7	209	2.3
North Dakota	122	1.3	0	0.0	111	1.2	0	0.0
Ohio	242	2.2	20	0.2	396	3.5	474	4.3
Oklahoma	197	1.1	348	1.8	314	1.8	731	3.7
Oregon	b/	–	b/	–	b/	–	b/	–
Pennsylvania	c/	–	c/	–	c/	–	c/	–
Rhode Island	b/	–	13	0.2	b/	–	b/	–
South Carolina	13	0.9	17	1.1	27	1.8	29	1.8
South Dakota	29	0.3	116	1.4	49	0.5	113	1.4
Tennessee	98	3.7	66	2.4	84	3.2	70	2.5
Texas	b/	–	b/	–	b/	–	b/	–
Utah	714	3.0	598	2.4	19	0.1	b/	–
Vermont	b/	–	b/	–	b/	–	b/	–
Virginia	c/	–	c/	–	c/	–	c/	–
Washington	1,807	5.3	1,807	5.5	342	1.0	342	1.0
West Virginia	c/	–	c/	–	c/	–	c/	–
Wisconsin	311	2.1	361	2.4	321	2.1	288	1.9
Wyoming	15	0.8	12	0.6	22	1.1	27	1.3
Total U.S. and D.C.	11,664	2.0	10,858	1.6	9,642	2.4	10,685	2.4
American Samoa	11	0.1	0	0.0	0	0.0	0	0.0
Guam	c/	–	c/	–	c/	–	c/	–
Northern Marianas	169	2.0	b/	–	b/	–	b/	–
Palau	b/	–	0	0.0	0	0.0	0	0.0
Puerto Rico d/	b/	–	b/	–	b/	–	b/	–
Virgin Islands	b/	–	b/	–	b/	–	b/	–
Total U.S., D.C., and Territories	11,664	2.0	10,858	1.5	9,642	2.3	10,685	2.3

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

Table B3
(1 of 2)

Number and Percent of LEP Students Scoring Below the State Norm, by Subject Area Tested and State: 1991-92 and 1992-93

State	1991-92 English/Reading		1992-93 English/Reading		1991-92 Mathematics		1992-93 Mathematics	
	Number	Percent a/	Number	Percent a/	Number	Percent a/	Number	Percent a/
Alabama	983	58.8	1,679	72.0	524	31.4	1,125	48.2
Alaska	b/	–	b/	–	b/	–	b/	–
Arizona	16,974	22.4	25,670	30.7	16,614	21.9	25,181	30.1
Arkansas	c/	–	b/	–	c/	–	b/	–
California	b/	–	b/	–	b/	–	b/	–
Colorado	4,499	18.0	13,423	54.0	2,154	8.6	6,854	27.6
Connecticut	b/	–	b/	–	b/	–	b/	–
Delaware	b/	–	b/	–	b/	–	b/	–
District of Columbia	b/	–	b/	–	b/	–	b/	–
Florida	b/	–	b/	–	b/	–	b/	–
Georgia	b/	–	b/	–	b/	–	b/	–
Hawaii	2,918	28.0	3,485	31.0	2,051	19.7	2,487	22.1
Idaho	3,628	72.9	1,464	31.7	1,987	39.9	1,190	25.8
Illinois	b/	–	b/	–	b/	–	b/	–
Indiana	4,822	100.0	5,017	100.0	b/	–	b/	–
Iowa	b/	–	550	12.1	b/	–	450	9.9
Kansas	1,500	24.3	1,322	19.2	853	13.8	745	10.8
Kentucky	514	33.3	160	9.2	635	41.1	69	4.0
Louisiana	2,017	22.3	2,400	40.7	1,186	13.1	1,331	22.6
Maine	122	6.9	387	21.3	122	6.9	387	21.3
Maryland	b/	–	b/	–	b/	–	b/	–
Massachusetts	b/	–	b/	–	b/	–	b/	–
Michigan	b/	–	b/	–	b/	–	b/	–
Minnesota	6,832	43.3	7,752	43.1	5,481	34.6	5,539	30.8
Mississippi	409	13.4	1,564	48.5	243	7.9	1,232	38.2
Missouri	488	11.2	646	14.8	411	9.4	605	13.9
Montana	2,861	41.9	2,470	31.6	b/	–	b/	–
Nebraska	786	41.3	301	11.5	748	40.3	279	10.6
Nevada	2,138	19.9	1,481	12.3	1,725	16.1	1,141	9.5
New Hampshire	b/	–	326	32.5	b/	–	202	20.1
New Jersey	b/	–	1,759	3.5	b/	–	1,399	2.8
New Mexico	22,395	34.8	28,805	34.4	14,494	22.5	24,199	28.9
New York	91,426	49.5	80,472	41.4	34,666	18.8	35,141	18.1
North Carolina	491	7.0	b/	–	355	5.1	b/	–
North Dakota	1,228	12.8	b/	–	735	7.7	b/	–
Ohio	2,788	25.0	3,451	31.0	1,661	14.9	1,959	17.6
Oklahoma	4,873	27.5	6,399	32.5	4,050	22.9	4,480	22.7
Oregon	3,485	27.6	b/	–	b/	–	b/	–
Pennsylvania	c/	–	c/	–	c/	–	c/	–
Rhode Island	b/	–	7,839	93.9	b/	–	b/	–
South Carolina	b/	–	b/	–	b/	–	b/	–
South Dakota	662	7.4	2,064	25.2	670	7.5	1,935	23.6
Tennessee	b/	–	1,000	36.1	b/	–	567	20.5
Texas	79,628	24.0	102,259	29.6	80,466	24.2	102,951	29.8
Utah	4,048	17.2	148	0.6	3,409	14.4	323	1.3
Vermont	b/	–	b/	–	b/	–	b/	–
Virginia	c/	–	c/	–	c/	–	c/	–
Washington	b/	–	b/	–	b/	–	b/	–
West Virginia	c/	–	c/	–	c/	–	c/	–
Wisconsin	4,392	29.0	270	1.8	2,598	17.1	202	1.4
Wyoming	945	47.3	930	45.9	442	22.1	382	18.8
Total U.S. and D.C.	267,832	30.7	305,493	31.6	178,260	21.0	222,355	23.5
American Samoa	5,802	49.2	6,888	49.3	b/	–	3,549	25.4
Guam	c/	–	c/	–	c/	–	c/	–
Northern Marianas	b/	–	b/	–	b/	–	b/	–
Palau	b/	–	b/	–	b/	–	b/	–
Puerto Rico d/	55	0.2	55	0.0	40	0.1	40	0.0
Virgin Islands	b/	–	375	29.3	b/	–	328	25.6
Total U.S., D.C., and Territories	273,689	29.8	312,811	27.7	178,300	20.2	226,272	20.4

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

Table B3
(2 of 2)

Number and Percent of LEP Students Scoring Below the State Norm, by Subject Area Tested and State: 1991-92 and 1992-93

	1991-92 Science		1992-93 Science		1991-92 Social Studies		1992-93 Social Studies	
State	Number	Percent a/	Number	Percent a/	Number	Percent a/	Number	Percent a/
Alabama	b/	–	b/	–	b/	–	b/	–
Alaska	b/	–	b/	–	b/	–	b/	–
Arizona	b/	–	b/	–	b/	–	b/	–
Arkansas	c/	–	b/	–	c/	–	b/	–
California	b/	–	b/	–	b/	–	b/	–
Colorado	b/	–	b/	–	b/	–	b/	–
Connecticut	b/	–	b/	–	b/	–	b/	–
Delaware	b/	–	b/	–	b/	–	b/	–
District of Columbia	b/	–	b/	–	b/	–	b/	–
Florida	b/	–	b/	–	b/	–	b/	–
Georgia	b/	–	b/	–	b/	–	b/	–
Hawaii	b/	–	b/	–	b/	–	b/	–
Idaho	b/	–	b/	–	b/	–	b/	–
Illinois	b/	–	b/	–	b/	–	b/	–
Indiana	b/	–	b/	–	b/	–	b/	–
Iowa	b/	–	165	3.6	b/	–	181	4.0
Kansas	b/	–	148	2.1	b/	–	b/	–
Kentucky	b/	–	71	4.1	b/	–	95	5.5
Louisiana	1,217	13.5	1,147	19.5	1,196	13.2	1,137	19.3
Maine	122	6.9	387	21.3	122	6.9	b/	–
Maryland	b/	–	b/	–	b/	–	b/	–
Massachusetts	b/	–	b/	–	b/	–	b/	–
Michigan	b/	–	b/	–	b/	–	b/	–
Minnesota	b/	–	1,700	9.5	b/	–	1,134	6.3
Mississippi	7	0.2	b/	–	6	0.2	b/	–
Missouri	412	9.5	546	12.5	432	9.9	552	12.6
Montana	b/	–	b/	–	b/	–	b/	–
Nebraska	b/	–	b/	–	b/	–	b/	–
Nevada	b/	–	b/	–	b/	–	b/	–
New Hampshire	b/	–	200	19.9	b/	–	222	22.1
New Jersey	b/	–	b/	–	b/	–	b/	–
New Mexico	b/	–	15,924	19.0	b/	–	16,115	19.2
New York	b/	–	b/	–	b/	–	b/	–
North Carolina	252	3.6	b/	–	146	2.1	b/	–
North Dakota	396	4.1	b/	–	33	0.3	b/	–
Ohio	644	5.8	872	7.8	605	5.4	1,068	9.6
Oklahoma	1,049	5.9	1,251	6.3	1,049	5.9	1,251	6.3
Oregon	b/	–	b/	–	b/	–	b/	–
Pennsylvania	c/	–	c/	–	c/	–	c/	–
Rhode Island	b/	–	b/	–	b/	–	b/	–
South Carolina	b/	–	b/	–	b/	–	b/	–
South Dakota	b/	–	b/	–	b/	–	b/	–
Tennessee	b/	–	b/	–	b/	–	b/	–
Texas	104,140	31.4	54,353	15.8	104,202	31.4	53,934	15.6
Utah	3,835	16.3	114	0.5	3,835	16.3	0	0.0
Vermont	b/	–	b/	–	b/	–	b/	–
Virginia	c/	–	c/	–	c/	–	c/	–
Washington	b/	–	b/	–	b/	–	b/	–
West Virginia	c/	–	c/	–	c/	–	c/	–
Wisconsin	b/	–	205	1.4	b/	–	193	1.3
Wyoming	320	16.0	340	16.8	112	5.6	b/	–
Total U.S. and D.C.	112,394	26.7	77,423	14.2	111,738	26.5	75,882	14.2
American Samoa	b/	–	4,271	30.6	b/	–	5,327	38.1
Guam	c/	–	c/	–	c/	–	c/	–
Northern Marianas	b/	–	b/	–	b/	–	b/	–
Palau	b/	–	b/	–	b/	–	b/	–
Puerto Rico d/	b/	–	b/	–	b/	–	b/	–
Virgin Islands	b/	–	313	24.4	b/	–	332	25.9
Total U.S., D.C., and Territories	112,394	26.7	82,007	14.6	111,738	26.5	81,541	14.8

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

Table B4 **Criteria Used By SEAs to Identify LEP Students, By State: School Year 1992-93**

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Alabama	X	X			
Alaska	X				Language Observation, Language Assessment, Other Assessment
Arizona	X	X	40th %ile on State Achievement Test		
Arkansas				X	
California	X	X			K-12: scoring "not fluent" on oral proficiency test. Grades 3-12 also include fluent students scoring below district-established standards for reading and/or writing.
Colorado	X		50th %ile under state guidelines. Some LEAs use 30th %ile and/or national norms.	X	
Connecticut	X	X	30th %ile on LAB or score of 1 or 2 on LAS		Interview, below average academic indicators
Delaware	X	X			
District of Columbia	X	X	LAS (percentile cutoff not indicated)		Assessment Team reviews test results
Florida	X	X	32nd %ile on standardized norm-referenced tests		LEP committee considers grades and other assessments
Georgia	X		25th %ile on the LAB		
Hawaii	X		30th %ile in language or reading and 25th %ile in mathematics on standardized tests		Grades of lower than "C" in core content areas
Idaho	X		Score of three on LAS. 40th %ile on the CALP assessment.	X	
Illinois	X	X			

Table B4 (Cont.) Criteria Used By SEAs to Identify LEP Students, By State: School Year 1992-93

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Indiana	X	X			Academic performance below grade level
Iowa	X	X			
Kansas	X	X			Past academic performance
Kentucky	X	X			
Louisiana	X	X	Below 5th stanine in reading or language on the CAT. Scores on LAS-oral below a four and on the LAS R/W below a three.		GPA below "C" in content area coursework.
Maine	X	X		X	
Maryland	X	X		X	
Massachusetts	X	X			Incapable of performing ordinary classwork in English
Michigan	X		40th %ile from reading and/or English Language test. Then 40th %ile on the Home language Survey.		For grades K-2, eligibility is based on consultation between district and student's parent or guardian
Minnesota	X		One-third of a standard deviation below district average on nationally normed English Reading or English Language Arts achievement test		
Mississippi	X	X			
Missouri	X	X			
Montana	X	X	40th %ile generally used		
Nebraska	X	X			
Nevada	X	X			
New Hampshire	X	X			Inability to function at levels equal to English-background students
New Jersey	X	X			

Table B4 (Cont.) Criteria Used By SEAs to Identify LEP Students, By State: School Year 1992-93

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
New Mexico	X		40th %ile on ITBS language subtests		
New York	X		40th %ile on English language assessment		
North Carolina	X	X		X	
North Dakota				X	
Ohio	X	X			
Oklahoma	X	X		Entry/exit criteria determined at local level	
Oregon			Below LAS 30th %ile are exempt from state assessments	X	
Pennsylvania * (NO REPORT)					
Rhode Island	X		36th %ile on standardized reading test		
South Carolina	X	X			
South Dakota	X	X	50th %ile of standardized test, usually Stanford Test (subject not specified)		
Tennessee	X		4th stanine on school system-determined instrument	X	
Texas	X		Grades 2-12: 40%ile cutoff in English reading or English language arts subtest		
Utah	X	X			
Vermont	X	X			
Virginia * (NO REPORT)					

* Data not reported.

Table B4 (Cont.) Criteria Used By SEAs to Identify LEP Students, By State: School Year 1992-93

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Washington	X	X	Eligibility determined by LAS, BSM or BINL. Annual reassessment includes a cutoff of 35th %ile on standardized test in reading and language arts		
West Virginia [a] (NO REPORT)					
Wisconsin	X	X			
Wyoming	X	X		X	
American Samoa	X				
Guam [a] (NO REPORT)					
Micronesia [a] (NO REPORT)					
Northern Marianas [a] (NOT ATTACHED)					
Palau	X				Language Assessment
Puerto Rico					Non-Spanish Background, limited knowledge of Spanish
Virgin Islands [a] (NOT ATTACHED)	X				Assessment

[a] Data not reported.

Table B5
(1 of 2)

Methods Used to Identify LEP Students, by State: 1992-93

State	Student Records	Teacher Observation	Teacher Interview	Referral	Parent Information	Student Grades
Alabama	NO	YES	YES	NO	YES	YES
Alaska	NO	NO	NO	NO	NO	NO
Arizona	NO	NO	NO	YES	YES	NO
Arkansas	NO	YES	YES	YES	YES	NO
California	YES	YES	YES	YES	YES	YES
Colorado	NO	YES	YES	NO	YES	NO
Connecticut	YES	YES	YES	NO	YES	YES
Delaware	YES	YES	YES	YES	YES	YES
District of Columbia	YES	NO	NO	YES	YES	YES
Florida	NO	NO	NO	YES	NO	NO
Georgia	YES	YES	YES	YES	YES	YES
Hawaii	YES	NO	NO	YES	YES	YES
Idaho	YES	YES	YES	YES	YES	YES
Illinois	YES	YES	YES	YES	YES	YES
Indiana	YES	NO	NO	NO	NO	YES
Iowa	NO	YES	YES	NO	NO	YES
Kansas	YES	YES	YES	YES	YES	YES
Kentucky	YES	YES	YES	YES	YES	YES
Louisiana	YES	YES	YES	YES	YES	YES
Maine	YES	YES	YES	NO	YES	NO
Maryland	YES	YES	YES	YES	YES	YES
Massachusetts	YES	YES	YES	YES	YES	NO
Michigan	YES	YES	NO	YES	YES	YES
Minnesota	YES	YES	NO	NO	YES	YES
Mississippi	YES	YES	YES	YES	YES	YES
Missouri	YES	YES	YES	YES	YES	YES
Montana	YES	YES	YES	YES	YES	YES
Nebraska	YES	YES	NO	YES	NO	NO
Nevada	YES	YES	YES	YES	YES	YES
New Hampshire	YES	YES	NO	YES	YES	NO
New Jersey	YES	YES	YES	NO	YES	NO
New Mexico	YES	YES	YES	YES	YES	YES
New York	YES	YES	YES	YES	YES	NO
North Carolina	YES	YES	YES	YES	YES	YES
North Dakota	YES	YES	YES	YES	YES	YES
Ohio	YES	YES	YES	YES	YES	YES
Oklahoma	YES	YES	YES	YES	YES	YES
Oregon	YES	YES	YES	YES	YES	YES
Pennsylvania	a/	a/	a/	a/	a/	a/
Rhode Island	NO	NO	NO	YES	YES	NO
South Carolina	YES	YES	YES	YES	YES	YES
South Dakota	YES	YES	YES	YES	YES	YES
Tennessee	YES	YES	YES	YES	YES	YES
Texas	NO	NO	NO	NO	NO	NO
Utah	YES	YES	YES	YES	YES	YES
Vermont	NO	YES	NO	YES	NO	NO
Virginia	a/	a/	a/	a/	a/	a/
Washington	YES	YES	YES	YES	YES	NO
West Virginia	a/	a/	a/	a/	a/	a/
Wisconsin	YES	YES	YES	YES	YES	YES
Wyoming	NO	YES	YES	YES	YES	YES
American Samoa	YES	YES	YES	YES	YES	YES
Guam	a/	a/	a/	a/	a/	a/
Northern Marianas	YES	NO	NO	NO	YES	NO
Palau	YES	YES	NO	NO	YES	YES
Puerto Rico	YES	YES	YES	NO	YES	NO
Virgin Islands	YES	YES	YES	YES	YES	YES
Total Number Using Method	42	44	38	40	46	36

a/ SEA did not participate.

Table B5
(2 of 2)

Methods Used to Identify LEP Students, by State: 1992-93

State	Home Language Survey	Informal Assessment	Language Proficiency Test	Achievement Test	Criterion Referenced Test	Other
Alabama	YES	NO	YES	YES	NO	YES
Alaska	NO	NO	YES	YES	YES	YES
Arizona	YES	YES	YES	YES	YES	NO
Arkansas	YES	YES	NO	NO	NO	NO
California	YES	YES	YES	YES	YES	YES
Colorado	YES	NO	YES	YES	NO	YES
Connecticut	YES	YES	YES	NO	NO	NO
Delaware	YES	YES	YES	NO	NO	YES
District of Columbia	YES	NO	YES	YES	NO	YES
Florida	YES	NO	YES	YES	YES	YES
Georgia	YES	YES	YES	YES	YES	YES
Hawaii	NO	NO	YES	YES	NO	NO
Idaho	YES	YES	YES	YES	NO	NO
Illinois	YES	YES	YES	YES	YES	NO
Indiana	YES	NO	YES	NO	NO	NO
Iowa	YES	NO	YES	YES	NO	NO
Kansas	YES	YES	YES	YES	YES	NO
Kentucky	YES	YES	YES	YES	NO	YES
Louisiana	YES	YES	YES	YES	YES	YES
Maine	YES	YES	YES	YES	YES	YES
Maryland	YES	YES	YES	YES	YES	YES
Massachusetts	YES	YES	YES	NO	NO	NO
Michigan	YES	NO	YES	YES	NO	YES
Minnesota	YES	YES	YES	YES	NO	NO
Mississippi	YES	YES	YES	YES	YES	YES
Missouri	YES	YES	YES	YES	YES	YES
Montana	YES	YES	YES	NO	YES	NO
Nebraska	NO	YES	YES	NO	NO	NO
Nevada	YES	YES	YES	YES	NO	NO
New Hampshire	YES	YES	YES	NO	NO	YES
New Jersey	YES	YES	YES	NO	NO	NO
New Mexico	YES	YES	YES	YES	YES	NO
New York	YES	NO	YES	YES	NO	NO
North Carolina	YES	YES	YES	YES	YES	YES
North Dakota	YES	YES	YES	YES	NO	NO
Ohio	YES	YES	YES	NO	NO	NO
Oklahoma	YES	YES	YES	YES	YES	YES
Oregon	YES	YES	YES	YES	NO	NO
Pennsylvania	a/	a/	a/	a/	a/	a/
Rhode Island	YES	NO	YES	YES	NO	YES
South Carolina	YES	YES	YES	YES	YES	YES
South Dakota	YES	YES	YES	YES	NO	YES
Tennessee	YES	YES	YES	YES	YES	NO
Texas	YES	NO	YES	YES	YES	YES
Utah	YES	YES	YES	YES	YES	NO
Vermont	YES	YES	YES	NO	NO	NO
Virginia	a/	a/	a/	a/	a/	a/
Washington	YES	NO	YES	YES	NO	NO
West Virginia	a/	a/	a/	a/	a/	a/
Wisconsin	YES	YES	YES	YES	YES	YES
Wyoming	YES	YES	YES	YES	NO	YES
American Samoa	YES	NO	YES	YES	YES	NO
Guam	a/	a/	a/	a/	a/	a/
Northern Marianas	YES	NO	NO	NO	NO	NO
Palau	YES	YES	NO	NO	NO	YES
Puerto Rico	YES	YES	YES	NO	NO	YES
Virgin Islands	YES	YES	YES	NO	NO	YES
Total Number Using Method	50	38	50	38	22	27

a/ SEA did not participate.

Table B6
(1 of 3)

Total LEP Students Enrolled in Special Programs to Meet Their Educational Needs, by State: 1991-92 and 1992-93

	Total LEP Enrollment		Total LEP Enrolled in Special Programs			Percent LEP Enrolled in Special Programs	
State	1991-92	1992-93	1991-92	1992-93	% Change a/	1991-92 b/	1992-93 b/
Alabama	1,671	2,332	474	2,261	377.0	28.4	97.0
Alaska	12,056	13,489	12,056	13,489	11.9	100.0	100.0
Arizona	75,941	83,643	60,725	75,781	24.8	80.0	90.6
Arkansas	c/	3,423	c/	1,502	–	–	43.9
California	1,078,705	1,151,819	821,511	893,956	8.8	76.2	77.6
Colorado	25,025	24,876	17,318	17,314	0.0	69.2	69.6
Connecticut	16,703	17,637	15,216	15,390	1.1	91.1	87.3
Delaware	2,086	1,847	907	1,079	19.0	43.5	58.4
District of Columbia	3,555	5,132	3,513	4,614	31.3	98.8	89.9
Florida	97,288	130,131	83,825	119,520	42.6	86.2	91.8
Georgia	7,955	10,043	6,737	7,329	8.8	84.7	73.0
Hawaii	10,433	11,251	10,335	11,172	8.1	99.1	99.3
Idaho	4,980	4,616	4,257	4,579	7.6	85.5	99.2
Illinois	87,178	94,471	81,849	95,297	16.4	93.9	100.9
Indiana	4,822	5,017	1,976	1,767	-10.6	41.0	35.2
Iowa	4,417	4,556	4,180	3,983	-4.7	94.6	87.4
Kansas	6,180	6,900	5,964	6,597	10.6	96.5	95.6
Kentucky	1,544	1,738	1,281	1,306	2.0	83.0	75.1
Louisiana	9,040	5,890	6,858	5,235	-23.7	75.9	88.9
Maine	1,770	1,820	1,142	1,283	12.3	64.5	70.5
Maryland	12,580	12,719	12,486	12,513	0.2	99.3	98.4
Massachusetts	42,912	45,405	38,346	38,849	1.3	89.4	85.6
Michigan	36,720	37,272	18,475	20,708	12.1	50.3	55.6
Minnesota	15,769	17,979	15,036	15,671	4.2	95.4	87.2
Mississippi	3,058	3,222	2,564	2,148	-16.2	83.8	66.7
Missouri	4,350	4,365	d/	3,866	–	–	88.6
Montana	6,824	7,817	3,845	3,338	-13.2	56.3	42.7
Nebraska	1,856	2,623	1,265	1,251	-1.1	68.2	47.7
Nevada	10,735	12,040	9,733	11,495	18.1	90.7	95.5
New Hampshire	1,135	1,004	672	619	-7.9	59.2	61.7
New Jersey	47,515	49,627	45,204	46,573	3.0	95.1	93.8
New Mexico	64,307	83,771	50,228	67,028	33.4	78.1	80.0
New York	184,857	194,593	152,473	152,032	-0.3	82.5	78.1
North Carolina	7,026	8,900	d/	6,601	–	–	74.2
North Dakota	9,579	8,652	1,866	3,267	75.1	19.5	37.8
Ohio	11,172	11,125	9,482	9,465	-0.2	84.9	85.1
Oklahoma	17,705	19,714	14,861	17,679	19.0	83.9	89.7
Oregon e/	12,605	16,359	9,427	16,359	73.5	74.8	100.0
Pennsylvania	c/	c/	c/	c/	–	–	–
Rhode Island	8,142	8,350	8,142	7,839	-3.7	100.0	93.9
South Carolina	1,466	1,594	1,179	1,389	17.8	80.4	87.1
South Dakota	8,961	8,197	4,537	4,977	9.7	50.6	60.7
Tennessee	2,636	2,770	2,586	2,622	1.4	98.1	94.7
Texas	331,869	344,915	282,744	313,654	10.9	85.2	90.9
Utah	23,598	24,447	9,645	10,068	4.4	40.9	41.2
Vermont	580	723	300	363	21.0	51.7	50.2
Virginia	c/	c/	c/	c/	–	–	–
Washington	34,314	32,858	34,091	32,339	-5.1	99.4	98.4
West Virginia	c/	c/	c/	c/	–	–	–
Wisconsin	15,159	14,788	13,758	12,665	-7.9	90.8	85.6
Wyoming	1,996	2,027	1,041	980	-5.9	52.2	48.3
Total U.S. and D.C.	2,370,775	2,558,487	1,884,110	2,099,812	11.4	79.5	82.1
American Samoa	11,788	13,972	4,995	6,766	35.5	42.4	48.4
Guam	c/	c/	c/	c/	–	–	–
Northern Marianas	8,307	9,564	3,088	5,448	76.4	37.2	57.0
Palau	2,823	2,823	1,847	1,847	0.0	65.4	65.4
Puerto Rico f/	34,619	149,824	4,875	12,728	161.1	14.1	8.5
Virgin Islands	2,400	1,282	839	1,028	22.5	35.0	80.2
Total U.S., D.C., and Territories	2,430,712	2,735,952	1,899,754	2,127,629	12.0	78.2	77.8

a/ Percentage was calculated based on totals from only those states responding to this data item for both years.
b/ Percentage was calculated based on totals from only those states responding to both data items.
c/ SEA did not participate.
d/ Data not reported.
e/ The LEP count for Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

Table B6
(2 of 3)

PUBLIC ONLY: LEP Students Enrolled in Special Programs to Meet Their Educational Needs, by State: 1991-92 and 1992-93

	Public LEP Enrollment		Public LEP Enrolled in Special Programs			Percent Public LEP Enrolled in Special Programs	
State	1991-92	1992-93	1991-92	1992-93	% Change a/	1991-92 b/	1992-93 b/
Alabama	1,671	2,332	474	2,261	377.0	28.4	97.0
Alaska	12,056	13,489	12,056	13,489	11.9	100.0	100.0
Arizona	67,398	75,910	58,627	73,263	25.0	87.0	96.5
Arkansas	c/	3,423	c/	1,502	–	–	43.9
California	1,078,705	1,151,819	821,511	893,956	8.8	76.2	77.6
Colorado	25,025	24,876	17,318	17,314	0.0	69.2	69.6
Connecticut	16,703	17,637	15,216	15,390	1.1	91.1	87.3
Delaware	1,929	1,701	907	1,079	19.0	47.0	63.4
District of Columbia	3,461	4,620	3,461	4,520	30.6	100.0	97.8
Florida	97,288	130,131	83,825	119,520	42.6	86.2	91.8
Georgia	7,817	9,803	6,737	7,329	8.8	86.2	74.8
Hawaii	10,335	11,172	10,335	11,172	8.1	100.0	100.0
Idaho	4,970	4,596	4,247	4,559	7.3	85.5	99.2
Illinois	87,178	94,471	81,849	95,297	16.4	93.9	100.9
Indiana	4,822	5,017	1,976	1,767	-10.6	41.0	35.2
Iowa	4,266	4,319	4,133	3,953	-4.4	96.9	91.5
Kansas	6,066	6,900	5,964	6,597	10.6	98.3	95.6
Kentucky	1,544	1,658	1,266	1,295	2.3	82.0	78.1
Louisiana	8,339	5,878	6,858	5,233	-23.7	82.2	89.0
Maine	1,662	1,713	1,079	1,207	11.9	64.9	70.5
Maryland	12,101	12,076	12,101	12,076	-0.2	100.0	100.0
Massachusetts	42,598	41,580	38,043	38,636	1.6	89.3	92.9
Michigan	36,720	37,272	18,475	20,708	12.1	50.3	55.6
Minnesota	15,769	17,979	15,036	15,671	4.2	95.4	87.2
Mississippi	1,748	1,891	1,287	1,316	2.3	73.6	69.6
Missouri	3,838	3,804	d/	3,705	–	–	97.4
Montana	6,374	7,341	3,845	3,240	-15.7	60.3	44.1
Nebraska	1,805	2,482	1,249	1,225	-1.9	69.2	49.4
Nevada	10,664	11,970	9,684	11,447	18.2	90.8	95.6
New Hampshire	1,054	842	591	514	-13.0	56.1	61.0
New Jersey	45,204	46,573	45,204	46,573	3.0	100.0	100.0
New Mexico	64,307	83,771	50,228	67,028	33.4	78.1	80.0
New York	165,484	173,347	148,706	149,819	0.7	89.9	86.4
North Carolina	7,026	8,867	d/	6,568	–	–	74.1
North Dakota	8,076	6,835	1,693	2,886	70.5	21.0	42.2
Ohio	10,596	10,304	9,052	9,029	-0.3	85.4	87.6
Oklahoma	16,393	19,368	14,833	17,612	18.7	90.5	90.9
Oregon e/	12,605	16,359	9,427	16,359	73.5	74.8	100.0
Pennsylvania	c/	c/	c/	c/	–	–	–
Rhode Island	7,649	7,839	7,649	7,839	2.5	100.0	100.0
South Carolina	1,396	1,502	1,109	1,306	17.8	79.4	87.0
South Dakota	5,848	4,527	2,888	2,448	-15.2	49.4	54.1
Tennessee	2,569	2,731	2,519	2,598	3.1	98.1	95.1
Texas	331,054	343,356	281,929	312,095	10.7	85.2	90.9
Utah	23,598	24,447	9,645	10,068	4.4	40.9	41.2
Vermont	550	714	295	360	22.0	53.6	50.4
Virginia	c/	c/	c/	c/	–	–	–
Washington	33,904	32,339	33,904	32,339	-4.6	100.0	100.0
West Virginia	c/	c/	c/	c/	–	–	–
Wisconsin	14,678	14,243	13,680	12,547	-8.3	93.2	88.1
Wyoming	1,705	1,952	750	930	24.0	44.0	47.6
Total U.S. and D.C.	2,326,546	2,507,776	1,871,661	2,087,645	11.5	80.4	83.2
American Samoa	10,964	12,441	4,487	5,847	30.3	40.9	47.0
Guam	c/	c/	c/	c/	–	–	–
Northern Marianas	6,571	7,632	3,088	5,448	76.4	47.0	71.4
Palau	2,175	2,175	1,588	1,588	0.0	73.0	73.0
Puerto Rico f/	32,119	149,824	4,875	12,728	161.1	15.2	8.5
Virgin Islands c/	2,400	1,282	839	1,028	22.5	35.0	80.2
Total U.S., D.C., and Territories	2,380,775	2,681,130	1,886,538	2,114,284	12.1	79.2	78.9

a/ Percentage was calculated based on totals from only those states responding to this data item for both years.
b/ Percentage was calculated based on totals from only those states responding to both data items.
c/ SEA did not participate.
d/ Data not reported.
e/ The LEP count for Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table B6
(3 of 3)

NONPUBLIC ONLY: LEP Students Enrolled in Special Programs to Meet Their Educational Needs, by State: 1991-92 and 1992-93

State	Nonpublic LEP Enrollment 1991-92	Nonpublic LEP Enrollment 1992-93	Nonpublic LEP Enrolled in Special Programs 1991-92	Nonpublic LEP Enrolled in Special Programs 1992-93	Nonpublic LEP Enrolled in Special Programs % Change a/	Percent Nonpublic LEP in Special Programs 1991-92 b/	Percent Nonpublic LEP in Special Programs 1992-93 b/
Alabama	d/	d/	d/	d/	–	–	–
Alaska	0	0	0	0	–	–	–
Arizona	8,543	7,733	2,098	2,518	20.0	24.6	32.6
Arkansas	c/	d/	c/	d/	–	–	–
California	d/	d/	d/	d/	–	–	–
Colorado	d/	d/	d/	d/	–	–	–
Connecticut	d/	d/	d/	0	–	–	–
Delaware	157	146	0	0	–	–	–
District of Columbia	94	512	52	94	80.8	55.3	18.4
Florida	d/	d/	d/	d/	–	–	–
Georgia	138	240	0	0	–	–	–
Hawaii	98	79	0	0	–	–	–
Idaho	10	20	10	20	100.0	100.0	100.0
Illinois	d/	d/	d/	0	–	–	–
Indiana	d/	d/	d/	d/	–	–	–
Iowa	151	237	47	30	-36.2	31.1	12.7
Kansas	114	d/	0	d/	–	–	–
Kentucky	d/	80	15	11	-26.7	–	13.8
Louisiana	701	12	d/	2	–	–	16.7
Maine	108	107	63	76	20.6	58.3	71.0
Maryland	479	643	385	437	13.5	80.4	68.0
Massachusetts	314	3,825	303	213	-29.7	96.5	5.6
Michigan	d/	d/	d/	d/	–	–	–
Minnesota	d/	d/	d/	d/	–	–	–
Mississippi	1,310	1,331	1,277	832	-34.8	97.5	62.5
Missouri	512	561	d/	161	–	–	28.7
Montana	450	476	0	98	–	–	20.6
Nebraska	51	141	16	26	62.5	31.4	18.4
Nevada	71	70	49	48	-2.0	69.0	68.6
New Hampshire	81	162	81	105	29.6	100.0	64.8
New Jersey	2,311	3,054	d/	d/	–	–	–
New Mexico	d/	d/	d/	d/	–	–	–
New York	19,373	21,246	3,767	2,213	-41.3	19.4	10.4
North Carolina	d/	33	d/	33	–	–	100.0
North Dakota	1,503	1,817	173	381	120.2	11.5	21.0
Ohio	576	821	430	436	1.4	74.7	53.1
Oklahoma	1,312	346	28	67	139.3	2.1	19.4
Oregon	d/	d/	d/	d/	–	–	–
Pennsylvania	c/	c/	c/	c/	–	–	–
Rhode Island	493	511	493	0	–	100.0	–
South Carolina	70	92	70	83	18.6	100.0	90.2
South Dakota	3,113	3,670	1,649	2,529	53.4	53.0	68.9
Tennessee	67	39	67	24	-64.2	100.0	61.5
Texas	815	1,559	815	1,559	91.3	100.0	100.0
Utah	0	0	0	0	–	–	–
Vermont	30	9	5	3	-40.0	16.7	33.3
Virginia	c/	c/	c/	c/	–	–	–
Washington	410	519	187	d/	–	45.6	–
West Virginia	c/	c/	c/	c/	–	–	–
Wisconsin	483	545	78	118	51.3	16.1	21.7
Wyoming	291	75	291	50	-82.8	100.0	66.7
Total U.S. and D.C.	44,229	50,711	12,449	12,167	-2.3	28.1	24.0
American Samoa	624	1,531	508	919	80.9	61.7	60.0
Guam	c/	c/	c/	c/	–	–	–
Northern Marianas	1,736	1,932	0	0	–	–	–
Palau	648	648	259	259	0.0	40.0	40.0
Puerto Rico f/	2,500	d/	d/	d/	–	–	–
Virgin Islands c/	0	0	0	0	–	–	–
Total U.S., D.C., and Territories	49,937	54,822	13,216	13,345	1.0	26.5	24.3

a/ Percentage was calculated based on totals from only those states responding to this data item for both years.
b/ Percentage was calculated based on totals from only those states responding to both data items.
c/ SEA did not participate.
d/ Data not reported.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

Table B7

PUBLIC LEP Students Who Could Benefit From, but are not Enrolled in, Special Programs to Meet Their Educational Needs, by State: 1991-92 and 1992-93

State	Public LEP Enrollment		Public LEP Not in Special Programs			Percent Public LEP Not Enrolled in Special Programs	
	1991-92	1992-93	1991-92	1992-93	% Change a/	1991-92 b/	1992-93 b/
Alabama	1,671	2,332	1,197	71	-94.1	71.6	3.0
Alaska	12,056	13,489	0	0	–	–	–
Arizona	67,398	75,910	8,771	2,647	-69.8	13.0	3.5
Arkansas	c/	3,423	c/	1,921	–	–	56.1
California	1,078,705	1,151,819	257,185	257,863	0.3	23.8	22.4
Colorado	25,025	24,876	7,707	7,562	-1.9	30.8	30.4
Connecticut	16,703	17,637	1,487	2,247	51.1	8.9	12.7
Delaware	1,929	1,701	1,022	622	-39.1	53.0	36.6
District of Columbia	3,461	4,620	0	100	–	–	2.2
Florida	97,288	130,131	13,463	10,610	-21.2	13.8	8.2
Georgia	7,817	9,803	1,080	2,474	129.1	13.8	25.2
Hawaii	10,335	11,172	0	0	–	–	–
Idaho	4,970	4,596	723	37	-94.9	14.5	0.8
Illinois	87,178	94,471	5,329	0	-100.0	6.1	–
Indiana	4,822	5,017	2,846	3,250	14.2	59.0	64.8
Iowa	4,266	4,319	133	366	175.2	3.1	8.5
Kansas	6,066	6,900	102	303	197.1	1.7	4.4
Kentucky	1,544	1,658	235	250	6.4	15.2	15.1
Louisiana	8,339	5,878	1,481	645	-56.4	17.8	11.0
Maine	1,662	1,713	482	506	5.0	29.0	29.5
Maryland	12,101	12,076	0	0	–	–	–
Massachusetts	42,598	41,580	4,555	2,944	-35.4	10.7	7.1
Michigan	36,720	37,272	18,245	16,584	-9.2	49.7	44.4
Minnesota	15,769	17,979	733	2,308	214.9	4.6	12.8
Mississippi	1,748	1,891	461	575	24.7	26.4	30.4
Missouri	3,838	3,804	d/	99	–	–	2.6
Montana	6,374	7,341	2,529	4,101	62.2	39.7	55.9
Nebraska	1,805	2,482	556	1,257	126.1	30.8	50.6
Nevada	10,664	11,970	980	523	-46.6	9.2	4.4
New Hampshire	1,054	842	358	328	-8.4	34.0	39.0
New Jersey	45,204	46,573	0	0	–	–	–
New Mexico	64,307	83,771	16,597	16,743	0.9	25.8	20.0
New York	165,484	173,347	16,778	23,528	40.2	10.1	13.6
North Carolina	7,026	8,867	d/	2,299	–	–	25.9
North Dakota	8,076	6,835	6,383	3,949	-38.1	79.0	57.8
Ohio	10,596	10,304	1,544	1,275	-17.4	14.6	12.4
Oklahoma	16,393	19,368	1,560	1,756	12.6	9.5	9.1
Oregon e/	12,605	16,359	3,178	d/	–	25.2	–
Pennsylvania	c/	c/	c/	c/	–	–	–
Rhode Island	7,649	7,839	0	0	–	–	–
South Carolina	1,396	1,502	287	128	-55.4	20.6	8.5
South Dakota	5,848	4,527	3,010	2,079	-30.9	51.5	45.9
Tennessee	2,569	2,731	50	133	166.0	1.9	4.9
Texas	331,054	343,356	49,125	31,261	-36.4	14.8	9.1
Utah	23,598	24,447	11,359	14,279	25.7	48.1	58.4
Vermont	550	714	255	354	38.8	46.4	49.6
Virginia	c/	c/	c/	c/	–	–	–
Washington	33,904	32,339	0	0	–	–	–
West Virginia	c/	c/	c/	c/	–	–	–
Wisconsin	14,676	14,243	996	1,696	70.3	6.8	11.9
Wyoming	1,705	1,952	882	956	8.4	51.7	49.0
Total U.S. and D.C.	2,326,546	2,507,776	443,664	420,609	-5.2	19.1	16.8
American Samoa	10,964	12,441	6,477	6,477	0.0	59.1	52.1
Guam	c/	c/	c/	c/	–	–	–
Northern Marianas	6,571	7,632	3,483	3,483	0.0	53.0	45.6
Palau	2,175	2,175	587	587	0.0	27.0	27.0
Puerto Rico f/	32,119	149,824	27,244	27,244	0.0	84.8	18.2
Virgin Islands	2,400	1,282	1,561	1,561	0.0	65.0	121.8
Total U.S., D.C., and Territories	2,380,775	2,681,130	483,016	459,961	-4.8	20.3	17.2

a/ Percentage was calculated based on totals from only those states responding to this data item for both years.
b/ Percentage was calculated based on totals from only those states responding to both data items.
c/ SEA did not participate.
d/ Data not reported.
e/ The LEP count for Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

Table B8
(1 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1991-92 and 1992-93

	Number in Chapter 1		Percent in Chapter 1		Number in Migrant		Percent in Migrant	
State	1991-92	1992-93	1991-92 a/	1992-93 a/	1991-92	1992-93	1991-92 a/	1992-93 a/
Alabama	b/	b/	–	–	b/	b/	–	–
Alaska	1,174	1,298	9.7	9.6	1,101	1,218	9.1	9.0
Arizona	13,555	15,938	17.8	19.1	4,087	8,265	5.4	9.9
Arkansas	c/	144	–	4.2	c/	3,068	–	89.6
California	436,477	391,618	40.5	34.0	98,185	111,844	9.1	9.7
Colorado	831	1,978	3.3	8.0	1,984	1,687	7.9	6.8
Connecticut	8,467	9,568	50.7	54.2	1,972	2,550	11.8	14.5
Delaware	b/	278	–	15.1	0	178	0.0	9.6
District of Columbia	556	2,629	15.6	51.2	127	150	3.6	2.9
Florida	20,453	17,806	21.0	13.7	4,897	4,342	5.0	3.3
Georgia	828	1,000	10.4	10.0	573	549	7.2	5.5
Hawaii	0	0	0.0	0.0	0	0	0.0	0.0
Idaho	1,854	2,273	37.2	49.2	2,776	2,669	55.7	57.8
Illinois	805	1,968	0.9	2.1	2,036	1,166	2.3	1.2
Indiana	842	652	17.5	13.0	b/	136	–	2.7
Iowa	407	396	9.2	8.7	473	525	10.7	11.5
Kansas	1,643	1,869	26.6	27.1	2,522	2,869	40.8	41.6
Kentucky	61	336	4.0	19.3	207	55	13.4	3.2
Louisiana	694	340	7.7	5.8	1,753	1,355	19.4	23.0
Maine	41	241	2.3	13.2	41	117	2.3	6.4
Maryland	1,879	2,007	14.9	15.8	0	46	0.0	0.4
Massachusetts	7,345	7,413	17.1	16.3	4,064	8,546	9.5	18.8
Michigan	b/	b/	–	–	25,408	25,408	69.2	68.2
Minnesota	3,369	2,877	21.4	16.0	675	676	4.3	3.8
Mississippi	1,055	1,544	34.5	47.9	182	510	6.0	15.8
Missouri	b/	101	–	2.3	72	41	1.7	0.9
Montana	1,453	1,116	21.3	14.3	114	216	1.7	2.8
Nebraska	0	0	0.0	0.0	0	0	0.0	0.0
Nevada	b/	b/	–	–	b/	b/	–	–
New Hampshire	128	141	11.3	14.0	b/	0	–	0.0
New Jersey	14,852	6,691	31.3	13.5	270	300	0.6	0.6
New Mexico	22,775	11,627	35.4	13.9	2,480	3,800	3.9	4.5
New York	72,495	66,031	39.2	33.9	b/	b/	–	–
North Carolina	b/	b/	–	–	b/	b/	–	–
North Dakota	2,784	650	29.1	7.5	b/	0	–	0.0
Ohio	1,261	2,329	11.3	20.9	313	245	2.8	2.2
Oklahoma	5,150	3,881	29.1	19.7	459	598	2.6	3.0
Oregon e/	b/	0	–	0.0	1,260	1,300	10.0	7.9
Pennsylvania	c/	c/	–	–	c/	c/	–	–
Rhode Island	0	0	0.0	0.0	332	329	4.1	3.9
South Carolina	144	107	9.8	6.7	5	13	0.3	0.8
South Dakota	1,199	4,778	13.4	53.3	1	20	0.0	0.2
Tennessee	231	390	8.8	14.1	400	0	15.2	0.0
Texas	128,673	143,673	38.8	41.7	13,506	32,490	4.1	9.4
Utah	0	2,206	0.0	9.0	0	597	0.0	2.4
Vermont	100	119	17.2	16.5	0	0	0.0	0.0
Virginia	c/	c/	–	–	c/	c/	–	–
Washington	4,032	4,032	11.8	12.3	8,527	8,527	24.8	26.0
West Virginia	c/	c/	–	–	c/	c/	–	–
Wisconsin	1,331	1,375	8.8	9.3	260	233	1.7	1.6
Wyoming	312	341	15.6	16.8	62	15	3.1	0.7
Total U.S. and D.C.	759,256	713,761	32.0	27.9	181,124	226,653	7.6	8.9
American Samoa	0	0	0.0	0.0	0	0	0.0	0.0
Guam	c/	c/	–	–	c/	c/	–	–
Northern Marianas	0	0	0.0	0.0	0	0	0.0	0.0
Palau	1,588	1,588	56.3	56.3	0	0	0.0	0.0
Puerto Rico d/	b/	b/	–	–	b/	b/	–	–
Virgin Islands	b/	b/	–	–	b/	b/	–	–
Total U.S., D.C., and Territories	760,844	715,349	31.3	26.1	181,124	226,653	7.5	8.3

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.

b/ Data not reported.

c/ SEA did not participate.

d/ Puerto Rico reported total participation counts in the federal program categories rather than LSP counts; therefore these data have been eliminated from this analysis.

e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

Table B8
(2 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1991-92 and 1992-93

State	Number in Even Start		Percent in Even Start		Number Emergency Immigrant		Percent Emergency Immigrant	
	1991-92	1992-93	1991-92 a/	1992-93 a/	1991-92	1992-93	1991-92 a/	1992-93 a/
Alabama	0	b/	0.0	–	0	0	0.0	0.0
Alaska	36	42	0.3	0.3	0	0	0.0	0.0
Arizona	148	80	0.2	0.1	16,001	16,001	21.1	19.1
Arkansas	c/	b/	–	–	c/	0	–	0.0
California	b/	b/	–	–	348,068	338,479	32.3	29.4
Colorado	0	0	0.0	0.0	2,083	3,465	8.3	13.9
Connecticut	4	b/	0.0	–	3,857	b/	23.1	–
Delaware	0	8	0.0	0.4	0	0	0.0	0.0
District of Columbia	154	137	4.3	2.7	3,461	3,754	97.4	73.1
Florida	2,155	2,894	2.2	2.2	33,510	33,510	34.4	25.8
Georgia	b/	0	–	0.0	3,848	4,215	48.4	42.0
Hawaii	0	0	0.0	0.0	2,904	3,162	27.8	28.1
Idaho	72	58	1.4	1.3	466	754	9.4	16.3
Illinois	b/	b/	–	–	38,944	39,074	44.7	41.4
Indiana	0	0	0.0	0.0	0	0	0.0	0.0
Iowa	b/	2	–	0.0	224	539	5.1	11.8
Kansas	28	9	0.5	0.1	2,185	b/	35.4	–
Kentucky	0	0	0.0	0.0	0	0	0.0	0.0
Louisiana	20	0	0.2	0.0	3,480	2,897	38.5	49.2
Maine	0	0	0.0	0.0	257	252	14.5	13.8
Maryland	0	1	0.0	0.0	6,219	6,484	49.4	51.0
Massachusetts	0	67	0.0	0.1	17,070	16,837	39.8	37.1
Michigan	1,907	1,907	5.2	5.1	3,618	3,984	9.9	10.7
Minnesota	31	67	0.2	0.4	1,390	1,301	8.8	7.2
Mississippi	16	4	0.5	0.1	0	0	0.0	0.0
Missouri	41	0	0.9	0.0	847	711	19.5	16.3
Montana	36	39	0.5	0.5	45	143	0.7	1.8
Nebraska	0	0	0.0	0.0	0	559	0.0	21.3
Nevada	b/	b/	–	–	b/	b/	–	–
New Hampshire	b/	0	–	0.0	b/	0	–	0.0
New Jersey	b/	235	–	0.5	21,293	19,830	44.8	40.0
New Mexico	143	177	0.2	0.2	4,781	6,330	7.4	7.6
New York	b/	b/	–	–	111,325	113,387	60.2	58.3
North Carolina	b/	b/	–	–	b/	b/	–	–
North Dakota	103	0	1.1	0.0	315	315	3.3	3.8
Ohio	b/	18	–	0.2	1,672	1,796	15.0	16.1
Oklahoma	12	2,347	0.1	11.9	409	1,266	2.3	6.4
Oregon e/	30	60	0.2	0.4	3,657	5,408	29.0	33.1
Pennsylvania	c/	c/	–	–	c/	c/	–	–
Rhode Island	0	21	0.0	0.3	7,975	8,727	97.9	104.5
South Carolina	0	0	0.0	0.0	0	0	0.0	0.0
South Dakota	300	300	3.3	3.7	0	0	0.0	0.0
Tennessee	0	0	0.0	0.0	825	1,620	31.3	58.5
Texas	1,502	b/	0.5	–	69,189	45,578	20.8	13.2
Utah	0	0	0.0	0.0	7,061	8,148	29.9	33.3
Vermont	0	0	0.0	0.0	0	0	0.0	0.0
Virginia	c/	c/	–	–	c/	c/	–	–
Washington	397	b/	1.2	–	13,565	13,565	39.5	41.3
West Virginia	c/	c/	–	–	c/	c/	–	–
Wisconsin	14	46	0.1	0.3	1,198	1,285	7.9	8.7
Wyoming	40	51	2.0	2.5	0	0	0.0	0.0
Total U.S. and D.C.	7,189	8,570	0.3	0.3	731,742	703,376	30.9	27.5
American Samoa	0	0	0.0	0.0	0	0	0.0	0.0
Guam	c/	c/	–	–	c/	c/	–	–
Northern Marianas	0	0	0.0	0.0	0	0	0.0	0.0
Palau	0	0	0.0	0.0	0	0	0.0	0.0
Puerto Rico d/	b/	b/	–	–	b/	b/	–	–
Virgin Islands	b/	b/	–	–	b/	2,449	–	191.0
Total U.S., D.C., and Territories	7,189	8,570	0.3	0.3	731,742	705,825	30.1	25.8

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.

b/ Data not reported.

c/ SEA did not participate.

d/ Puerto Rico reported total participation counts in the federal program categories rather than LSP counts; therefore these data have been eliminated from this analysis.

e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

Table B8
(3 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1991-92 and 1992-93

State	Number in Special Education		Percent in Special Education		Number Vocational Education		Percent Vocational Education	
	1991-92	1992-93	1991-92 a/	1992-93 a/	1991-92	1992-93	1991-92 a/	1992-93 a/
Alabama	b/	b/	–	–	b/	b/	–	–
Alaska	1,430	1,582	11.9	11.7	b/	b/	–	–
Arizona	8,289	8,875	10.9	10.6	13,813	11,096	18.2	13.3
Arkansas	c/	b/	–	–	c/	550	–	16.1
California	62,458	67,222	5.8	5.8	b/	b/	–	–
Colorado	191	167	0.8	0.7	0	0	0.0	0.0
Connecticut	2,389	2,916	14.3	16.5	417	b/	2.5	–
Delaware	b/	162	–	8.8	b/	298	–	16.1
District of Columbia	255	273	7.2	5.3	116	212	3.3	4.1
Florida	8,606	7,057	8.8	5.4	21,087	16,554	21.7	12.7
Georgia	157	88	2.0	0.9	b/	874	–	8.7
Hawaii	0	0	0.0	0.0	0	0	0.0	0.0
Idaho	198	275	4.0	6.0	534	764	10.7	16.6
Illinois	2,599	4,119	3.0	4.4	b/	b/	–	–
Indiana	279	220	5.8	4.4	159	66	3.3	1.3
Iowa	76	82	1.7	1.8	619	316	14.0	6.9
Kansas	118	179	1.9	2.6	958	500	15.5	7.2
Kentucky	35	202	2.3	11.8	410	253	26.8	14.6
Louisiana	373	130	4.1	2.2	0	0	0.0	0.0
Maine	24	104	1.4	5.7	46	45	2.6	2.5
Maryland	292	179	2.3	1.4	0	550	0.0	4.3
Massachusetts	11,378	11,476	26.5	25.3	0	0	0.0	0.0
Michigan	b/	b/	–	–	b/	b/	–	–
Minnesota	880	911	5.6	5.1	b/	b/	–	–
Mississippi	225	267	7.4	8.3	b/	b/	–	–
Missouri	b/	68	–	1.6	b/	75	–	1.7
Montana	513	528	7.5	6.8	712	703	10.4	9.0
Nebraska	47	90	2.5	3.4	0	0	0.0	0.0
Nevada	b/	b/	–	–	b/	b/	–	–
New Hampshire	26	73	2.3	7.3	0	0	0.0	0.0
New Jersey	1,368	1,173	2.9	2.4	686	1,142	1.4	2.3
New Mexico	12,933	6,394	20.1	7.6	988	1,825	1.5	2.2
New York	0	9,661	0.0	5.0	0	0	0.0	0.0
North Carolina	b/	b/	–	–	b/	b/	–	–
North Dakota	818	252	8.5	2.9	b/	0	–	0.0
Ohio	559	485	5.0	4.4	184	233	1.6	2.1
Oklahoma	2,639	1,674	14.9	8.5	1,396	1,791	7.9	9.1
Oregon e/	625	700	5.0	4.3	b/	b/	–	–
Pennsylvania	c/	c/	–	–	c/	c/	–	–
Rhode Island	330	307	4.1	3.7	125	150	1.5	1.8
South Carolina	34	28	2.3	1.8	0	0	0.0	0.0
South Dakota	2,267	946	25.3	11.5	b/	0	–	0.0
Tennessee	40	51	1.5	1.8	0	1,913	0.0	69.1
Texas	27,436	31,261	8.3	9.1	25,637	27,371	7.7	7.9
Utah	1,162	543	4.9	2.2	0	0	0.0	0.0
Vermont	40	78	6.9	10.8	15	1	2.6	0.1
Virginia	c/	c/	–	–	c/	c/	–	–
Washington	790	1,429	2.3	4.3	b/	b/	–	–
West Virginia	c/	c/	–	–	c/	c/	–	–
Wisconsin	974	1,124	6.4	7.6	1,107	1,659	7.3	11.2
Wyoming	24	0	1.2	0.0	11	334	0.6	16.5
Total U.S. and D.C.	152,877	163,351	6.4	6.4	69,020	69,275	2.9	2.7
American Samoa	46	1,396	0.4	10.0	0	0	0.0	0.0
Guam	c/	c/	–	–	c/	c/	–	–
Northern Marianas	199	247	2.4	2.6	2,792	3,066	33.6	32.1
Palau	193	193	6.8	6.8	0	0	0.0	0.0
Puerto Rico d/	b/	b/	–	–	b/	b/	–	–
Virgin Islands	b/	b/	–	–	b/	b/	–	–
Total U.S., D.C., and Territories	153,315	165,187	6.3	6.0	71,812	72,341	3.0	2.6

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico reported total participation counts in the federal program categories rather than LSP counts; therefore those data have been eliminated from this analysis.
e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

Table B8
(4 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1991-92 and 1992-93

	Number in TBE		Percent in TBE		Number in DBE		Percent in DBE	
State	1991-92	1992-93	1991-92 a/	1992-93 a/	1991-92	1992-93	1991-92 a/	1992-93 a/
Alabama	350	197	20.9	8.4	0	0	0.0	0.0
Alaska	294	210	2.4	1.6	0	0	0.0	0.0
Arizona	10,196	7,826	13.4	9.4	0	57	0.0	0.1
Arkansas	c/	268	–	8.4	c/	0	–	0.0
California	100,679	118,576	9.3	10.3	965	4,037	0.1	0.4
Colorado	461	1,428	1.8	5.7	0	0	0.0	0.0
Connecticut	379	334	2.3	1.9	1,000	0	6.0	0.0
Delaware	0	0	0.0	0.0	0	0	0.0	0.0
District of Columbia	200	240	5.6	4.7	0	0	0.0	0.0
Florida	3,659	2,764	3.8	2.1	150	113	0.2	0.1
Georgia	0	0	0.0	0.0	0	0	0.0	0.0
Hawaii	364	493	3.5	4.4	0	0	0.0	0.0
Idaho	336	331	6.7	7.2	0	0	0.0	0.0
Illinois	2,160	2,160	2.5	2.3	600	600	0.7	0.6
Indiana	215	117	4.5	2.3	0	0	0.0	0.0
Iowa	942	512	21.3	11.2	0	0	0.0	0.0
Kansas	0	0	0.0	0.0	0	0	0.0	0.0
Kentucky	87	102	5.6	5.9	0	0	0.0	0.0
Louisiana	648	755	7.2	12.8	0	0	0.0	0.0
Maine	299	424	16.9	23.3	0	0	0.0	0.0
Maryland	94	0	0.7	0.0	0	0	0.0	0.0
Massachusetts	5,377	4,536	12.5	10.0	749	878	1.7	1.9
Michigan	1,911	1,911	5.2	5.1	120	120	0.3	0.3
Minnesota	4,235	4,038	26.9	22.5	0	0	0.0	0.0
Mississippi	626	0	20.5	0.0	0	0	0.0	0.0
Missouri	425	0	9.8	0.0	0	760	0.0	17.4
Montana	1,901	1,938	27.9	24.8	0	0	0.0	0.0
Nebraska	202	182	10.9	6.9	0	0	0.0	0.0
Nevada	b/	0	–	0.0	b/	0	–	0.0
New Hampshire	0	0	0.0	0.0	0	0	0.0	0.0
New Jersey	2,649	119	5.6	0.2	0	0	0.0	0.0
New Mexico	8,852	8,032	13.8	9.6	0	0	0.0	0.0
New York	19,468	27,884	10.5	14.3	1,058	1,784	0.6	0.9
North Carolina	b/	b/	–	–	b/	b/	–	–
North Dakota	1,384	1,630	14.4	18.8	0	0	0.0	0.0
Ohio	288	307	2.6	2.8	b/	0	–	0.0
Oklahoma	1,420	3,357	8.0	17.0	60	0	0.3	0.0
Oregon e/	2,125	2,500	16.9	15.3	30	240	1.4	1.5
Pennsylvania	c/	c/	–	–	c/	c/	–	–
Rhode Island	0	0	0.0	0.0	0	0	0.0	0.0
South Carolina	125	149	8.5	9.3	0	0	0.0	0.0
South Dakota	1,332	4,977	14.9	60.7	0	0	0.0	0.0
Tennessee	b/	185	–	6.7	b/	0	–	0.0
Texas	7,623	6,491	2.3	1.9	1,122	0	0.3	0.0
Utah	85	81	0.4	0.3	0	0	0.0	0.0
Vermont	0	0	0.0	0.0	0	0	0.0	0.0
Virginia	c/	c/	–	–	c/	c/	–	–
Washington	5,695	1,970	16.6	6.0	0	0	0.0	0.0
West Virginia	c/	c/	–	–	c/	c/	–	–
Wisconsin	0	0	0.0	0.0	0	0	0.0	0.0
Wyoming	122	441	6.1	21.8	81	0	4.1	0.0
Total U.S. and D.C.	187,208	207,485	7.9	8.1	6,085	8,587	0.3	0.3
American Samoa	0	0	0.0	0.0	0	0	0.0	0.0
Guam	c/	c/	–	–	c/	c/	–	–
Northern Marianas	0	0	0.0	0.0	0	0	0.0	0.0
Palau	468	468	16.6	16.6	0	0	0.0	0.0
Puerto Rico d/	b/	b/	–	–	b/	b/	–	–
Virgin Islands	101	b/	4.2	–	b/	b/	–	–
Total U.S., D.C., and Territories	187,777	207,953	7.7	7.6	6,085	8,587	0.3	0.3

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.

b/ Data not reported.

c/ SEA did not participate.

d/ Puerto Rico reported total participation counts in the federal program categories rather than LSP counts; therefore these data have been eliminated from this analysis.

e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

Table B8
(5 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1991-92 and 1992-93

State	Number in SAIP 1991-92	Number in SAIP 1992-93	Percent in SAIP 1991-92 a/	Percent in SAIP 1992-93 a/	Number in Recent Arrivals 1991-92	Number in Recent Arrivals 1992-93	Percent in Recent Arrivals 1991-92 a/	Percent in Recent Arrivals 1992-93 a/
Alabama	124	1,087	7.4	46.6	0	0	0.0	0.0
Alaska	278	278	2.3	2.1	0	0	0.0	0.0
Arizona	4,616	7,133	6.1	8.5	0	b/	0.0	–
Arkansas	c/	0	–	0.0	c/	0	–	0.0
California	12,682	32,309	1.2	2.8	3,573	12,654	0.3	1.1
Colorado	1,040	972	4.2	3.9	0	378	0.0	1.5
Connecticut	0	0	0.0	0.0	0	0	0.0	0.0
Delaware	0	0	0.0	0.0	0	0	0.0	0.0
District of Columbia	947	1,295	26.6	25.2	0	0	0.0	0.0
Florida	720	544	0.7	0.4	b/	b/	–	–
Georgia	0	200	0.0	2.0	0	0	0.0	0.0
Hawaii	1,085	880	10.4	7.8	0	0	0.0	0.0
Idaho	50	206	1.0	4.5	0	0	0.0	0.0
Illinois	2,315	2,315	2.7	2.5	0	0	0.0	0.0
Indiana	50	0	1.0	0.0	0	0	0.0	0.0
Iowa	0	387	0.0	8.5	0	0	0.0	0.0
Kansas	226	988	3.7	14.3	0	0	0.0	0.0
Kentucky	30	140	1.9	6.1	8	40	0.5	2.3
Louisiana	919	1,058	10.2	18.0	0	38	0.0	0.6
Maine	870	621	49.2	34.1	96	0	5.4	0.0
Maryland	408	939	3.2	7.4	0	0	0.0	0.0
Massachusetts	412	467	1.0	1.0	0	0	0.0	0.0
Michigan	6,036	6,036	16.4	16.2	0	0	0.0	0.0
Minnesota	188	185	1.2	1.0	0	0	0.0	0.0
Mississippi	865	955	28.3	29.6	0	0	0.0	0.0
Missouri	78	77	1.8	1.8	0	0	0.0	0.0
Montana	373	428	5.5	5.5	0	0	0.0	0.0
Nebraska	144	23	7.8	0.9	0	0	0.0	0.0
Nevada	b/	0	–	0.0	b/	0	–	0.0
New Hampshire	48	265	4.2	26.4	0	0	0.0	0.0
New Jersey	0	150	0.0	0.3	0	0	0.0	0.0
New Mexico	217	1,507	0.3	1.8	0	0	0.0	0.0
New York	4,803	6,810	2.6	3.4	b/	b/	–	–
North Carolina	b/	b/	–	–	b/	b/	–	–
North Dakota	0	420	0.0	4.9	0	0	0.0	0.0
Ohio	150	170	1.3	1.5	0	0	0.0	0.0
Oklahoma	879	3,286	5.0	16.7	308	0	1.7	0.0
Oregon e/	750	900	6.0	5.5	0	0	0.0	0.0
Pennsylvania	c/	c/	–	–	c/	c/	–	–
Rhode Island	700	700	8.6	8.4	120	120	1.5	1.4
South Carolina	0	0	0.0	0.0	0	0	0.0	0.0
South Dakota	195	0	2.2	0.0	0	0	0.0	0.0
Tennessee	b/	0	–	0.0	b/	0	–	0.0
Texas	2,984	2,935	0.9	0.9	834	0	0.3	0.0
Utah	512	578	2.2	2.4	86	82	0.4	0.3
Vermont	0	0	0.0	0.0	0	0	0.0	0.0
Virginia	c/	c/	–	–	c/	c/	–	–
Washington	139	1,781	0.4	5.4	1,695	0	4.9	0.0
West Virginia	c/	c/	–	–	c/	c/	–	–
Wisconsin	0	0	0.0	0.0	0	0	0.0	0.0
Wyoming	412	209	20.6	10.3	44	0	2.2	0.0
Total U.S. and D.C.	46,243	79,034	2.0	3.1	6,764	13,312	0.3	0.5
American Samoa	0	0	0.0	0.0	0	0	0.0	0.0
Guam	c/	c/	–	–	c/	c/	–	–
Northern Marianas	0	0	0.0	0.0	0	0	0.0	0.0
Palau	680	680	24.1	24.1	0	0	0.0	0.0
Puerto Rico d/	b/	b/	–	–	b/	b/	–	–
Virgin Islands	b/	b/	–	–	b/	b/	–	–
Total U.S., D.C., and Territories	46,923	79,714	1.9	2.9	6,764	13,312	0.3	0.5

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico reported total participation counts in the federal program categories rather than LEP counts; therefore these data have been eliminated from this analysis.
e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

Table B8
(6 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1991-92 and 1992-93

State	Number in Magnet Schools		Percent in Magnet Schools		Number Family English Literacy		Percent Family English Literacy	
	1991-92	1992-93	1991-92 a/	1992-93 a/	1991-92	1992-93	1991-92 a/	1992-93 a/
Alabama	0	0	0.0	0.0	0	0	0.0	0.0
Alaska	0	0	0.0	0.0	0	0	0.0	0.0
Arizona	0	0	0.0	0.0	0	65	0.0	0.1
Arkansas	c/	0	–	0.0	c/	0	–	0.0
California	0	0	0.0	0.0	6,124	6,131	0.6	0.5
Colorado	0	0	0.0	0.0	12	425	0.0	1.7
Connecticut	0	0	0.0	0.0	0	0	0.0	0.0
Delaware	0	0	0.0	0.0	0	0	0.0	0.0
District of Columbia	0	0	0.0	0.0	0	0	0.0	0.0
Florida	b/	b/	–	–	250	189	0.3	0.1
Georgia	0	0	0.0	0.0	146	0	1.8	0.0
Hawaii	0	0	0.0	0.0	0	0	0.0	0.0
Idaho	0	0	0.0	0.0	0	0	0.0	0.0
Illinois	0	0	0.0	0.0	60	60	0.1	0.1
Indiana	0	0	0.0	0.0	206	0	4.3	0.0
Iowa	0	0	0.0	0.0	0	0	0.0	0.0
Kansas	0	0	0.0	0.0	0	0	0.0	0.0
Kentucky	0	0	0.0	0.0	0	0	0.0	0.0
Louisiana	62	72	0.7	1.2	0	0	0.0	0.0
Maine	0	0	0.0	0.0	0	0	0.0	0.0
Maryland	0	0	0.0	0.0	0	0	0.0	0.0
Massachusetts	0	0	0.0	0.0	0	0	0.0	0.0
Michigan	120	120	0.3	0.3	150	150	0.4	0.4
Minnesota	0	0	0.0	0.0	0	0	0.0	0.0
Mississippi	0	0	0.0	0.0	0	0	0.0	0.0
Missouri	0	0	0.0	0.0	0	0	0.0	0.0
Montana	0	0	0.0	0.0	0	0	0.0	0.0
Nebraska	0	0	0.0	0.0	0	0	0.0	0.0
Nevada	b/	0	–	0.0	b/	0	–	0.0
New Hampshire	0	0	0.0	0.0	0	0	0.0	0.0
New Jersey	0	0	0.0	0.0	0	0	0.0	0.0
New Mexico	0	0	0.0	0.0	0	0	0.0	0.0
New York	b/	b/	–	–	1,588	845	0.9	0.4
North Carolina	b/	b/	–	–	b/	b/	–	–
North Dakota	0	0	0.0	0.0	0	0	0.0	0.0
Ohio	0	0	0.0	0.0	0	0	0.0	0.0
Oklahoma	0	0	0.0	0.0	0	34	0.0	0.2
Oregon e/	0	0	0.0	0.0	375	0	3.0	0.0
Pennsylvania	c/	c/	–	–	c/	c/	–	–
Rhode Island	300	300	3.7	3.6	0	0	0.0	0.0
South Carolina	0	0	0.0	0.0	0	0	0.0	0.0
South Dakota	0	0	0.0	0.0	0	0	0.0	0.0
Tennessee	b/	0	–	0.0	b/	0	–	0.0
Texas	572	0	0.2	0.0	212	212	0.1	0.1
Utah	0	164	0.0	0.7	0	0	0.0	0.0
Vermont	0	0	0.0	0.0	0	0	0.0	0.0
Virginia	c/	c/	–	–	c/	c/	–	–
Washington	0	0	0.0	0.0	0	350	0.0	1.1
West Virginia	c/	c/	–	–	c/	c/	–	–
Wisconsin	0	0	0.0	0.0	0	0	0.0	0.0
Wyoming	0	0	0.0	0.0	0	0	0.0	0.0
Total U.S. and D.C.	1,054	656	0.0	0.0	9,123	8,481	0.4	0.3
American Samoa	0	0	0.0	0.0	0	0	0.0	0.0
Guam	c/	c/	–	–	c/	c/	–	–
Northern Marianas	0	0	0.0	0.0	0	0	0.0	0.0
Palau	0	0	0.0	0.0	0	0	0.0	0.0
Puerto Rico d/	b/	b/	–	–	b/	b/	–	–
Virgin Islands	b/	b/	–	–	b/	b/	–	–
Total U.S., D.C., and Territories	1,054	656	0.0	0.0	9,123	8,481	0.4	0.3

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.

b/ Data not reported.

c/ SEA did not participate.

d/ Puerto Rico reported total participation counts in the federal program categories rather than LSP counts; therefore these data have been eliminated from this analysis.

e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

Table 38
(7 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1991-92 and 1992-93

	Number in Special Populations		Percent in Special Populations	
State	1991-92	1992-93	1991-92 a/	1992-93 a/
Alabama	0	0	0.0	0.0
Alaska	303	0	2.5	0.0
Arizona	0	0	0.0	0.0
Arkansas	c/	0	–	0.0
California	1,464	1,587	0.1	0.1
Colorado	160	80	0.6	0.3
Connecticut	0	0	0.0	0.0
Delaware	0	0	0.0	0.0
District of Columbia	0	0	0.0	0.0
Florida	60	45	0.1	0.0
Georgia	0	0	0.0	0.0
Hawaii	0	0	0.0	0.0
Idaho	0	0	0.0	0.0
Illinois	0	0	0.0	0.0
Indiana	0	0	0.0	0.0
Iowa	0	0	0.0	0.0
Kansas	0	0	0.0	0.0
Kentucky	0	0	0.0	0.0
Louisiana	0	0	0.0	0.0
Maine	40	40	2.3	2.2
Maryland	0	2	0.0	0.0
Massachusetts	0	0	0.0	0.0
Michigan	0	0	0.0	0.0
Minnesota	0	0	0.0	0.0
Mississippi	0	53	0.0	1.6
Missouri	0	0	0.0	0.0
Montana	0	210	0.0	2.7
Nebraska	0	0	0.0	0.0
Nevada	b/	0	–	0.0
New Hampshire	0	0	0.0	0.0
New Jersey	0	0	0.0	0.0
New Mexico	0	0	0.0	0.0
New York	513	910	0.3	0.5
North Carolina	b/	b/	–	–
North Dakota	0	0	0.0	0.0
Ohio	0	0	0.0	0.0
Oklahoma	363	326	2.1	1.7
Oregon e/	430	450	3.4	2.8
Pennsylvania	c/	c/	–	–
Rhode Island	0	0	0.0	0.0
South Carolina	0	0	0.0	0.0
South Dakota	0	0	0.0	0.0
Tennessee	b/	0	–	0.0
Texas	340	612	0.1	0.2
Utah	0	0	0.0	0.0
Vermont	0	0	0.0	0.0
Virginia	c/	c/	–	–
Washington	92	0	0.3	0.0
West Virginia	c/	c/	–	–
Wisconsin	0	0	0.0	0.0
Wyoming	317	93	15.9	4.6
Total U.S. and D.C.	4,082	4,408	0.2	0.2
American Samoa	0	0	0.0	0.0
Guam	c/	c/	–	–
Northern Marianas	0	9,564	0.0	100.0
Palau	0	0	0.0	0.0
Puerto Rico d/	b/	b/	–	–
Virgin Islands	b/	b/	–	–
Total U.S., D.C., and Territories	4,082	13,972	0.2	0.5

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico reported total participation counts in the federal program categories rather than LSP counts; therefore these data have been eliminated from this analysis.
e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

Table B8
(8 of 8)

Number and Percentage of LEP Students Served by State Programs, by State and Type of Program: 1991-92 and 1992-93

State	Number in State Bilingual		Percent in State Bilingual		Number in State ESL only		Percent in State ESL only	
	1991-92	1992-93	1991-92 a/	1992-93 a/	1991-92	1992-93	1991-92 a/	1992-93 a/
Alabama	b/	b/	–	–	0	0	0.0	0.0
Alaska	12,056	13,489	100.0	100.0	0	0	0.0	0.0
Arizona	17,148	30,022	22.6	35.9	38,085	46,713	50.2	55.8
Arkansas	c/	0	–	0.0	c/	1,220	–	35.6
California	659,822	728,959	61.2	63.3	161,689	164,997	15.0	14.3
Colorado	1,155	4,937	4.6	19.8	9,401	11,359	37.6	45.7
Connecticut	12,849	13,220	76.9	75.0	2,368	2,170	14.2	12.3
Delaware	0	400	0.0	21.7	0	0	0.0	0.0
District of Columbia	2,090	2,137	58.8	41.6	3,252	2,383	91.5	46.4
Florida d/	83,825	119,520	86.2	91.8	83,825	119,520	86.2	91.8
Georgia	0	0	0.0	0.0	6,737	7,329	84.7	73.0
Hawaii	10,335	11,172	99.1	99.3	0	0	0.0	0.0
Idaho	0	0	0.0	0.0	4,247	4,559	85.3	98.8
Illinois	61,335	72,694	70.4	76.9	20,514	23,396	23.5	24.8
Indiana	915	445	19.0	8.9	715	831	14.8	16.6
Iowa	942	421	21.3	9.2	3,238	3,238	73.3	71.1
Kansas	417	415	6.7	6.0	2,278	5,151	36.9	74.7
Kentucky	780	216	50.5	12.4	0	993	0.0	57.1
Louisiana	0	30	0.0	0.5	3,646	3,355	40.3	57.0
Maine	b/	7	–	0.4	b/	27	–	1.5
Maryland	0	45	0.0	0.4	12,896	11,540	102.5	90.7
Massachusetts	38,043	38,636	88.7	85.1	b/	b/	–	–
Michigan	18,475	20,708	50.3	55.6	0	b/	0.0	–
Minnesota	0	4,431	0.0	24.6	0	11,240	0.0	62.5
Mississippi	0	0	0.0	0.0	0	0	0.0	0.0
Missouri	2	0	0.0	0.0	185	2,033	4.3	46.6
Montana	0	0	0.0	0.0	94	65	1.4	0.8
Nebraska	202	101	10.9	3.9	1,063	1,148	57.3	43.8
Nevada	226	1,661	2.1	13.8	3,157	3,946	29.4	32.8
New Hampshire	39	0	3.4	0.0	123	619	10.8	61.7
New Jersey	118	94	0.2	0.2	b/	b/	–	–
New Mexico	74,421	61,570	115.7	73.5	58	1,984	0.1	2.4
New York	1,838	1,323	1.0	0.7	148,706	149,819	80.4	77.0
North Carolina	b/	b/	–	–	b/	b/	–	–
North Dakota	0	0	0.0	0.0	482	100	5.0	1.2
Ohio	3,018	2,909	27.0	26.1	2,815	4,040	25.2	36.3
Oklahoma	1,190	1,850	6.7	9.4	1,595	2,347	9.0	11.9
Oregon e/	0	b/	0.0	–	25	b/	0.2	–
Pennsylvania	c/	c/	–	–	c/	c/	–	–
Rhode Island	1,493	1,647	18.3	19.7	6,410	6,192	78.7	74.2
South Carolina	133	0	9.1	0.0	681	748	46.5	46.9
South Dakota	0	b/	0.0	–	b/	0	–	0.0
Tennessee	b/	185	–	6.7	b/	2,585	–	93.3
Texas	152,553	172,924	46.0	50.1	129,366	139,801	39.0	40.5
Utah	b/	571	–	2.3	b/	3,135	–	12.8
Vermont	0	0	0.0	0.0	180	162	31.0	22.4
Virginia	c/	c/	–	–	c/	c/	–	–
Washington	7,387	0	21.5	0.0	0	0	0.0	0.0
West Virginia	c/	c/	–	–	c/	c/	–	–
Wisconsin	10,680	5,594	70.5	37.8	249	6,942	1.6	46.9
Wyoming	0	0	0.0	0.0	92	110	4.6	5.4
Total U.S. and D.C.	1,173,484	1,312,333	49.5	51.3	648,172	745,797	27.3	29.1
American Samoa	1,499	0	12.7	0.0	4,995	4,987	42.4	35.7
Guam	c/	c/	–	–	c/	c/	–	–
Northern Marianas	3,088	4,204	37.2	44.0	0	0	0.0	0.0
Palau	0	0	0.0	0.0	0	0	0.0	0.0
Puerto Rico	4,875	12,728	14.1	8.5	0	0	0.0	0.0
Virgin Islands	729	792	30.4	61.8	0	236	0.0	18.4
Total U.S., D.C., and Territories	1,183,675	1,330,057	48.7	48.6	653,167	751,020	26.9	27.5

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.

b/ Data not reported.

c/ SEA did not participate.

d/ Florida reported a duplicate count in the State Bilingual Education category which was adjusted so as not to skew the national figures.

e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

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Appendix C

Data Notes

The following are explanations from SEAs on changes in data and large increases/decreases between 1991-92 and 1992-93.

Alabama

IA3. The increase in the number of LEP enrolled in instructional programs was the result of improved data collection methods.

IA4a. The increase in the number of LEP in the Special Alternative Instructional Program (SAIP) was the result of improved data collection methods.

IA5. The decrease in the number of LEP students not enrolled in special programs was the result of improved data collection methods.

Alaska

IA2. The increase in the LEP enrollment is due to increased enrollments.

Arkansas

Note: This is the first year of home language survey results.

Arizona

IA4a. **Special Education**: This data is Primary Home Language Other Than English (PHLOTE). This data has been unavailable as LEP until the 1993-94 school year when reporting was modified to include this count.

Chapter 1, migrant: 1992-93 data are more accurate than last year because the programs were encouraged to report data thoroughly.

IA5. The increase in the number of LEPs served is the result of a continuation of their efforts.

Connecticut

IA2. In 1992-93 the State introduced more stringent requirements for LEAs in reporting their LEP enrollment.

Delaware

IA2. The decrease in LEP enrollment numbers were the result of increased quality control in their collection procedures and changing migration patterns.

District of Columbia

IA2. Changes in the LEP enrollment for public schools (+33%) were the result of a revision of state identification and assessment procedures. Fluctuations in nonpublic LEP data are caused by a varied response rate year-to-year. The data are collected through a telephone survey.

IA4a. Chapter I, Title I, ESEA: The large increase was caused by a change in the data collection method.

IA4b. 1991-92 data revised due to reporting error.

Florida

Note: All of the 1992-93 data are duplicated counts because of a new data collection method. They are now counting enrollment data rather than membership data.

IA2. The increase in LEP enrollment are the result of new Florida statutes which outline uniform assessment procedures. Also, there is an increase of immigrants coming in from Cuba and Haiti.

Georgia

IA2. The LEP enrollment increase is cited as being the result of growth in LEP population.

Idaho

IA1. 1991-92 Public and Nonpublic enrollment figures were revised.

IA2. Possible reasons for reporting increased LEP enrollment figures: "We are experiencing more student enrollment, principally students from Mexico. We are encouraging districts to expand their definition to include CALP. The districts are doing a more thorough assessment."

IA4a. The increase of LEPs in Emergency Immigrant Education Assistance Programs (EIEA) was caused by an increase in the number of immigrants.
The increase in Special Alternative Instructional Programs (SAIP) was the result of receiving new project grants.

IA4b. The numbers listed for LEP in State ESL only indicate the number of LEP being accommodated within the classroom. This is not a special program.

IA5. The cause for the decrease in the number of LEP not served is unknown.

Kansas

IA2. The increase in LEP enrollment is due to real growth. Some is due to compliance with state guidelines which provide additional funding when students are correctly identified and served. About 20% of the increase may be due to better reporting.

Kentucky

IA2. Increases in LEP enrolment figures are caused by population fluctuations at the military bases. They are also explained by the receipt of approximately 175 Southeast Asian refugees.

Louisiana

IA2. The decrease in the number of LEP enrollment was caused by:

- a. Absorption of approximately 999 Francophone children.
- b. Change in identification methods accounted for 776 students.
- c. Lack of ability in one parish to identify LEP students resulted in a decrease of 496 students.
- d. Military base closures accounted for 103 students.

IA4a. Chapter I, Even Start, EIEP, and Special Education: Decreases in these programs are proportional to the overall decrease in the LEP enrollment.

IB2. Decreases in the number of LEP students retained results from stricter enforcement of State Board of Elementary and Secondary Education policy.

IB3. The decrease in dropouts can, in part, be attributed to better services provided to LEP students.

Maryland

IA4a. 1991-92 data were revised for Even Start, Emergency Immigrant Education Assistance Program, Special Education, Vocational Education, Transitional Bilingual Education (TBE), Special Alternative Instructional Program (SAIP), Family English Literacy (FEL), and State ESL Only due to a reporting error.

Transitional Bilingual: There were no TBE programs in 1992-93 because the grant sponsoring the program ended with the 1991-92 school year.

Special Alternative Instructional Program: The increase in participation in SAIP was the result of receiving three new grant awards in addition to the continuing grants.

Massachusetts

IA2. Increase in nonpublic LEP data resulted from increased compliance. By state law, nonpublic schools are not required to respond.

Minnesota

IA2. The LEP enrollment increase was the result of:

1. Increased in migration of refugees and immigrants.
2. In-migration of Hispanic workers.
3. High birthrates among some refugee populations.
4. Improved data collection procedures.

Missouri

IA4a. 1991-92 data were revised for Chapter I, Title 1, ESEA and for Other Federal Programs due to reporting error.

Montana

IA2. LEP enrollment increased because of the inclusion of LEP surveys on a Sioux reservation. This explains 866 of the 1,182 difference.

IA4a. The large numbers of LEP students participating in more than one activity is the result of numerous Indian reservation services.

Other Federal Programs: The decrease was caused by a new definition of 'services'. They must be designed to meet LEP special needs, not general needs. The large numbers are because of Indian cultural programs. This number should be decreasing because these are mostly cultural and not aimed at the LEP needs.

Nebraska

IA2. LEP enrollment increased because:
  1. New industry is attracting LEP adults for work.
  2. Nebraska provides a relocation center for Vietnamese people.

Nevada

IA2. LEP enrollment increases were caused by:
  1. More accurate identification of LEP students.
  2. Increases in industry are attracting LEP workers.

New Hampshire

IA2. The increase in LEP enrollment was caused by changes in the number of schools reporting. Reporting schools represent approximately 65% of the true statewide school enrollment.

New Mexico

IA2. The increase in LEP enrollment was the result of:
  1. Last year 61 of 88 districts responded, this year 72 districts responded.
  2. In-migration of Mexican and Latin American students.

North Carolina

IA2. The increase in LEP enrollment was the result of:
  1. Increased in-migration of Asian and Hispanic students.
  2. Increase in-migrant workers.

IA3. 1991-92 numbers for LEP in special programs changed to Not Available due to a reporting discrepancy. North Carolina will be using a revised reporting method for the 1993-94 data.

IA4. 1991-92 numbers for LEP programs were changed to Not Available.

IA5. 1991-92 data for LEP not enrolled were changed to Not Available.

North Dakota

IA2. Changes in LEP enrollment are the result of the fact that the State has an unclear definition of LEP students. There are several inconsistent data collection methods.

Oklahoma

IA2. Changes in LEP enrollment are caused by:
  1. In or out migration.
  2. More formal identification process at the LEA level.
  3. Redesign in the state data collection process.

Oregon

IA2. Data are only collected on LEP who are participating in programs. They estimate that 16-30% are unreported.

IA3. The increase in LEP students reported as enrolled in special programs is a result of State instituted incentives for better reporting.

IA4a These are estimates. The final counts will be completed August 1994.

IA5. Currently, there is no way to count the number of LEP not involved in ESL.

South Carolina

IA2. There are 68 more LEP enrolled than accounted for as enrolled or not enrolled in special programs. The SEA was unable to estimate the category in which these students belong.

South Dakota

IA2. LEP enrollment figures increase as a result of:

1. Unclear definition LEP for Native American students.
2. Lower school response to the survey in 1991-92. 19% of the districts did not respond this year, down from 21% last year.

Utah

IA3. 1991-92 data were revised for Public and Nonpublic LEP enrolled in special programs.

IA4a. Data changes resulted from compliance with federal review recommendations made last year.

IA5. 1991-92 data for Public and Nonpublic LEPs not participating in special programs.

IB1. 1991-92 data were deleted due to reporting error. The 1992-93 numbers are not precise, collection methods for this are being revised.

American Samoa

IA2. The LEP variation was due to the inclusion of NLEP students served by Special Education that have not had IEP's developed. This has increased the number of NLEP students being served by other Federal Programs.

Palau

Note: Data reported for 1992-93 were the same as for 1991-92. We were unable to contact the SEA to verify these data.

Puerto Rico

IA2. Explanation for the LEP population increase: Last year some schools provided the information, and others did not. This year they went school-to-school and got numbers. For the most part, the numbers are valid, The SEA reports that the number could be much higher.

Virgin Islands

IA2. The increase in LEP enrollment was caused by a growth in the number of migrant students from the Dominican Republic and other islands with French language backgrounds.

Appendix D

SEA Survey Form for 1992-93

OMB Approved 1885-0508
Expiration Date 10-31-95

U.S. DEPARTMENT OF EDUCATION
OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

Survey of States' Limited English Proficient Persons
and
Available Educational Services
School Year 1991-1992

Reporting Requirements

This survey is a major part of the required activities under Section 7032 of the Bilingual Education Act (20 U.S.C. 3302) and the State Educational Agency (SEA) Program regulations (34 CFR 548.10). The purpose of this survey is to collect information on the number of limited English proficient (LEP) persons in the State and the educational services provided or available to them.

The results of this survey will be used to inform Congress and the U.S. Department of Education about the size of the LEP population and the services available to LEP persons and to make funding decisions.

General Instructions

- All items of this survey form must be completed.
- Include the name of the state on every page.
- Use additional sheets when necessary; make reference to the appropriate page number and survey item.
- The information in Part I of this survey should be sent to al local educational agencies (LEAs) in the state. The LEAs shoul report this information back to the state, at which time the stat will compile the results and submit to OBEMLA.

The information in Parts II and III of the survey are to be answered by th State Directors only.

Instructions for Completing Form

Part I

Section A

Items 1 and 2. Self-explanatory

Item 3. Count LEP students only one time even if they are served b more than one (1) Federal, State and/or Local programs, t avoid duplicating the student count.

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Item 4(a). Self-explanatory

(b). For ESL only program, describe type of program, ie, ESL pullout, ESL self contained etc., in the space provided.

Do not include totals in this Item.

Item 5. Provide the count of LEP students who are not being served in programs. If all LEP students are being served by some educational program(s) such as those included under Title VII, because state law mandates that all LEP students be served, provide such information in this item.

Section B

Item 1. Provide number of LEP students who tested below the state norm in the listed subject areas as well as other areas you have tested. If state norm is not used, describe other criteria, and respond to this item utilizing that norm.

Item 2. Self-explanatory

Item 3. Provide number of LEP students who did not finish elementary or secondary school in school year 1991-1992, if available. Do not include students who dropped out of school during 1991-1992 but returned to school later during that year. Students who have relocated and reenrolled in other schools are not to be counted as drop-outs.

Part II

Section A. Provide the state definition for LEP, if available. If state has no LEP definition, make reference to that in this section.

Section B. Self-explanatory

Part III

Section A. Compare FY 1990-1991 enrollment data provided in Part I, Section A, Items 1 and 2, with FY 1991-1992 enrollment data for consistency in numbers. If numbers from the two years mentioned vary by 10% or more, provide explanation of such variance.

Section B. Self-explanatory

State: ____________

PART I
DATA INFORMATION

Complete items based on FY 1991-92 enrollment data.

A. STUDENT ENROLLMENT (Sec. 7021 (c)(2)(A)-(C)(i), (D)-(E) of the Bilingual Education Act).

1. The total number of K-12 students enrolled in:

   o public schools ____________

   o non-public schools ____________

   Total ____________

2. The total number of LEP students (K-12) enrolled in:

   o public schools ____________

   o non-public schools ____________

   Total ____________

3. The total number of LEP students enrolled in instructional programs specifically designed to meet their educational needs. (Note: Provide the total unduplicated count of LEP students enrolled in Federal, State and local programs. The combined total figures given in Item 3 and Item 5, should equal the total in Item 2, above.)

   o public schools ____________

   o non-public schools ____________

   Total ____________

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State: ____________

4. In this Section, please provide a count of LEP students enrolled in each of the following programs. If students are enrolled in more than one Federal, state and local program, count them in each program, i.e., duplicated count.

a. Federal Programs

- o Chapter I, Title I, ESEA ____________
- o Chapter I, Migrant ____________
- o Even Start ____________
- o Emergency Immigrant Education Assistance Program ____________
- o Special Education ____________
- o Vocational Education ____________
- o ESEA Title VII
  - Transitional Bilingual Education (TBE) Program ____________
  - Developmental Bilingual Education (DBE) Program ____________
  - Special Alternative Instructional Program (SAIP) ____________
  - Recent Arrivals (TBE and SAIP priorities) ____________
  - Magnet Schools (DBE and SAIP priorities) ____________
  - Family English Literacy Program ____________
  - Special Populations Program ____________
- o Other Federal Education programs (specify)

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State: ____________________

b. State and/or Local Education Programs

o Bilingual Education Program ____________

o ESL Only Program ____________

o Other (Specify)

5. The total number of LEP students who are not enrolled in programs listed in Item #4 (above) and who need or could benefit from educational programs such as those assisted under Title VII:

(Note: The combined total figures given in Item 3 (unduplicated count) and Item 5 (LEP students who could benefit) should equal the total in Item 2 above.)

o public schools ____________

o non-public schools ____________

Total not enrolled in Programs ____________

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State: ____________________

B. EDUCATIONAL CONDITION OF LEP STUDENTS (Sec. 7021(c)(2)(C)(iii))

Indicate the number of LEP students in each of the categories listed below:

	Number of LEP Students Below State Norm	**Instrument(s) Used**
1. Area Tested		
. English Reading	____________	____________________
. Mathematics	____________	____________________
. Science	____________	____________________
. Social Studies	____________	____________________
. Other (Specify)	____________	____________________

2. Number of LEP students retained in one or more grades during 1991-92, if available.

____

3. Number of LEP students that have dropped out of school during 1991-92, if available.

____

State: ____________________

The information under Parts II and III should be completed by the State Director only.

PART II
IDENTIFICATION CRITERIA (Sec. 7021(c)(2)(C)(ii))

A. Describe the criteria/definition used to identify LEP students. Include the percentile cutoff, if appropriate.

____

____

____

____

B. Check the method(s) used to identify LEP students in your State.

Student records ____________________

Teacher observation ____________________

Teacher interview ____________________

Referral ____________________

Parent information ____________________

Student grades ____________________

Home language survey ____________________

Informal assessment ____________________

Language proficiency test (specify) ____

Achievement test (specify) ____

Criterion referenced test (specify) ____

Other (specify) ____

____

____

State: ____________________

PART III

INFORMATION FROM STATE DIRECTORS

Complete the following items based on current information for the 1991-92 school year.

A. FLUCTUATIONS IN DATA ON LEP STUDENTS

Explain any numbers in Item A.2 of Part I that vary from comparable 1990-91 numbers of LEP students by ten percent (10%) or more. Include in your explanation the extent to which this variance is a result of:

a) in or out migration: or

b) a state redefinition of limited English proficiency (LEP);

c) other (Specify)

and how these factors affected the LEP count.

State: ____________________

B. DESCRIPTION OF PROGRAMS DESIGNED FOR LEP STUDENTS (Sec. 7021(c)(2)(D))

Describe briefly _each_ Federal, State and Local program listed in Part I, Item A.4, that provide services to LEP students.

Program	Description

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SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year Two
(Volume IV)

Task Orders: Three, Four and Six

Submitted by:
Special Issues Analysis Center

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CONTENTS

I. TASK ORDER 3: A Review and Analysis of Estimates of the LEP Student Population

II. TASK ORDER 4: Manual for Teachers and Summary of Panel Meeting

III. TASK ORDER 6: Characteristics of Secondary-School-Age Language Minority and Limited English Proficient Youth

SPECIAL ISSUES ANALYSIS CENTER

A Review and Analysis of Estimates of the LEP Student Population

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I. INTRODUCTION

This report summarizes information on the size, nature, and distribution of the limited English proficient (LEP) student population in the United States. It was prepared under Task Order D030 of the Special Issues Analysis Center contract between Development Associates, Inc. and the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education (ED).

A. Study Questions

The work on this task order was defined and structured by five study questions defined by OBEMLA:

1. What is the number of LEP students for the nation and for each state, comparing state reports with estimates from the decennial Census?

2. What implications and hypotheses can be drawn from Census trend data, 1980-1990, on self-reports about English language ability?

3. How do state counts compare with the estimates from all sources on the number of LEP students by grade, language, ethnicity, country of origin, nativity, length of time in the U.S. and enrollment in government-sponsored program services? What discrepancies between eligible and served students can be identified?

4. What methods are used by states and districts to collect LEP student counts, including the extent these jurisdictions demonstrate well-defined, consistent procedures? What are the sources of bias affecting reliability, if any, from typical procedures? What evidence, if any, is there of tailoring LEP definitions to jurisdictional counts?

5. What information is available on methods and criteria used to identify, place and assess students in special program and mainstream instruction?

B. Data Sources

In order to address the questions defined by OBEMLA, a broad range of data sources were examined. Many of those data sources had been identified by the literature review of federally-supported studies which was performed under Task Order D010 of the SIAC contract. In addition, a number of additional sources which were cited by articles in the literature review were examined, data from State Education Agency reports to OBEMLA were analyzed, and 1990 Census data both from publications and from materials included on CD-ROM discs were used. A complete list of sources used is provided in the list of references at the end of this report.

The focus was on studies which developed national estimates of the LEP student population. In addition, the review included selected studies which provided national-level information on how LEP students are defined by local school systems, and how they are assigned to services. Because the focus was on national counts, the review did not (and could not) examine studies which were focused only at a state or local level.

Although the mandate was to examine LEP student population estimates, a number of the earlier studies which were reviewed focused instead on language minority (LM), non-English language background (NELB), or primary language other than English (PLOTE) students. A number of these studies were examined to provide background, but counts of these various categories of students are not included in this paper.

C. Organization of the Report

There are eight chapters in this report. The contents of Chapters II through VIII are as follows:

- Chapter II describes the two basic approaches to developing estimates of the LEP student population (Census based and school based), and discusses their strengths and weaknesses;
- Chapter III presents a summary of estimates of the LEP student population, first for the period between 1975 and 1989, and then for recent (since 1990) estimates;
- Chapter IV describes trends over time in the size of the LEP student population, using those data sources which allow such analyses;
- Chapter V presents various findings on the characteristics of the LEP student population, including breakdowns by state, grade level, native language, and length of time in the U.S.;
- Chapter VI describes and discusses the methods used by school systems in defining LEP students and in assigning them to services;
- Chapter VII discusses the issues of why LEP population counts are needed, and whether there should be a standard definition of a LEP student; and
- Chapter VIII summarizes the main findings of the report.

Appended to this report is a printed copy of a database file which was developed to summarize the various counts of LEP students. Readers may wish to refer to this file for further information about the various studies and counts.

II. GENERAL APPROACHES TO COUNTING LEP STUDENTS

A review of the literature suggests that there have been two basic approaches to developing estimates of the LEP student population. The first approach has relied on household-level data from the decennial Census or from special data collections. The results from these data collections have either been used directly, or have been adjusted to develop better estimates. The second approach has relied on data from state and local education agencies. Data from such agencies have been combined to generate national estimates.

In this chapter an analysis of the strengths and weaknesses of the two approaches is offered. The purpose of this chapter is to provide a context for reviewing and evaluating various estimates of the LEP student population.

A. Census-Based Approach

The decennial Census and other household-based data collections have systematically collected information on language(s) which individuals used in the home and, for those persons who were reported to use non-English languages, on the English language ability of the person. In various data collections by the U.S. Census Bureau, respondents were asked to rate how well those using non-English languages spoke English on a scale with four options: very well, well, not very well, and not at all. In two studies, the Department of Education also collected household-level data using a more detailed measure of English skills in listening, speaking, reading, and writing.

Studies using a Census-based approach have focused on specific age ranges of children (most commonly, either 5-17 or 5-14). Thus, these studies have not examined the population of LEP students, but rather the population of LEP school-age children.

Studies using Census-based approach have applied a variety of methods to developing LEP counts. These are described in more detail in Chapter III of this report. For example, based on experience with the Census scale of oral English ability and some validation studies, many analysts have concluded that persons who are rated as speaking English less than "very well" are likely to be LEP. In fact, some studies have suggested that a significant number of those rated as speaking English "very well" are actually LEP as well.

Despite differences in how LEP students are defined, however, estimates in studies using a Census-based approach share common strengths and weaknesses based on the data collection methodology. These are discussed in the following sections.

1. Strengths of the approach

The nature of data collection in a Census-based study (particularly for the decennial Census) means that data are generally comprehensive and consistent in definition. As a result, LEP estimates using Census or similar data are strong in that they: (1) cover all groups of school-age children, including those in public schools, private schools, and not in school; (2) cover all geographic areas in the U.S.; and (3) use a common definition of language minority and LEP across all cases.

LEP estimates using a Census-based approach include all school-age children. They include out of school youth and private school LEP students, groups that generally have been difficult to identify in surveys of public school districts.

Estimates using Census or similar data are also comprehensive geographically. Census data are collected in every state, while school-based counts often exclude states or school districts which are unable or unwilling to provide counts of their LEP students.

The third strength of Census-based counts are that they rely on a common definition of a LEP student across geographic boundaries. Different Census-based estimates have used different definitions, but in all cases those definitions have been specified and applied to all cases. Thus, Census-based estimates clearly have the advantage of being able to specify what has been counted.

2. Weaknesses of the approach

The major weaknesses of Census-based counts of LEP students fall into two major categories: (1) their measurement of LEP status; and (2) their likely undercoverage of certain groups.

Approaches using data from the Census Bureau rely on responses to two questions relating to use of languages in the home and on reported ability to speak English. There are a number of problems with this approach to collecting information on LEP status.

For one, the person answering the Census questions may not be a native English speaker, and thus may not clearly understand the questions or the response alternatives. For example, the respondent is requested to make a distinction in speaking ability between "very well," "well," "not very well," and "not at all." This distinction is one which a native English speaker may not be able to make in a reliable fashion, and the subtlety of the scale may be lost based on cultural or language differences.

The question used to define LEP status also refers solely to speaking ability. This is just one of the four language modes (speaking, listening, reading, and writing) which are frequently evaluated to define LEP status. A student may have near native-like oral English skills, but may be far behind age/grade peers in terms of English literacy skills. Thus, any approach which measures only speaking ability may dramatically underestimate the number of children who need special language assistance in the classroom.

Two studies sponsored by the U.S. Department of Education recognized this issue and used a more detailed measure of English language ability. However, although these studies used a common measure, there was not agreement on how scores on this measure should be used to define LEP status.

The second major area of weakness of Census-based approaches concerns the coverage of the LEP population. The Census Bureau acknowledges an undercount, particularly in urban areas and among undocumented individuals. Because these are groups that are very likely to include LEP students, the undercount in the Census is particularly serious in developing estimates of the number of LEP students. Although some analysts attempt to deal with the undercount through various adjustments, the precision of the estimates is still weakened.

In summary, counts of LEP students using Census-based approach have the advantages of broad and consistent data collection. The usefulness of the counts are weakened, however, by weak or inconsistent measures of LEP status and by data collection which may miss significant portions of the population.

B. School-based Approach

In developing estimates of the LEP student population, a number of studies have used data provided by state and local education agencies. The specific methodologies for data collection have varied from study to study, but in general the procedure has involved collecting independent LEP counts from schools or school districts, and then summing those counts at state and/or national levels. When schools or districts were sampled for data collection, the results have been weighted to generate national estimates.

Studies using a school-based approach to generating LEP estimates have in most cases relied on local definitions of LEP status. Some studies have included definitions of "LEP" in their data collection materials, but even in those cases, it is likely that local definitions were those used in defining LEP counts.

As for Census-based estimates, school-based estimates of LEP counts also tend to share common strengths and weaknesses. These are discussed in the sections below.

1. Strengths of the approach

School-based estimates of LEP counts have a number of advantages over Census-based estimates. The strengths of this approach include: (1) greater awareness by respondents of what it means to be limited English proficient; (2) more sophisticated assessments of LEP status; and (3) identification of a population that is actually being defined (and often served) differently by school officials and teachers.

School-based staff are those who are most aware of how limited English proficiency affects the educational process, and thus how LEP students differ from non-LEP students. For example, school staff generally recognize that conversational English which is adequate for the playground may not be adequate for functioning in a classroom setting. Similarly, school staff are those most able to recognize that English proficiency in one mode (speaking, listening, reading, or writing) may not necessarily translate to other modes for LEP students.

School-based estimates of LEP counts are also those most likely to include detailed and sophisticated assessments of LEP status, which better address the complexity of what it means to be LEP. As reported in the studies summarized in Chapter VI of this report, schools and school districts typically use a variety of different measures and approaches to determine LEP status for a specific student. The use of multiple measures of LEP status thus likely increases the validity of the designation.

The third advantage of school-based estimates is that they identify a "real" population of students, a group which is identified as LEP by the school system and thus may be treated differently from other groups. Other, more operationally "pure" populations of LEP students could be defined, but they would include both LEP and non-LEP students as defined by the school system.

2. Weaknesses of the approach

There are three types of problems related to estimates of the LEP population using a school-based approach: (1) varying definitions of LEP status; (2) possible biases affecting the counts of LEP students; and (3) uneven coverage of the population.

Because school-based estimates generally are based on local definitions of LEP status, they do not consistently apply any standard of what it means to be a LEP student. Thus, a student who is labelled as LEP in one school or district might not be so labelled in another school or district. What is being counted in school-based estimates is the number of students who have been labelled as LEP by their local school systems. Though such estimates are interesting and may have considerable policy relevance, they are not "objective" in the sense that they measure the same abilities (e.g., performance on a specific test) across geographic settings.

School-based estimates can also be affected by factors which might inflate or deflate LEP counts. School officials reporting LEP counts might be motivated to inflate those counts because there are state funds available on a per LEP student basis. On the other hand, because of various legal mandates to serve all students in need, school officials might deflate LEP counts to reflect only those students who are receiving special services. Given the lack of national standards (and generally flexible state standards) for defining LEP students, these factors are even more likely to affect counts, though the direction and amount of the bias have not even been estimated at this point.

The third area of weakness of school-based counts of LEP students relates to undercoverage of the population. A considerable number of school systems and some states do not systematically collect and report counts of LEP students. For example, four states (Arkansas, Pennsylvania, Virginia, and West Virginia) did not request Title VII state grants for FY91, and thus were not required to submit state LEP counts for the 1991-92 school year to the U.S. Department of Education. Even in those states submitting reports, it is not always clear that all school districts are included in the counts. States and school districts also provide very incomplete information about the number of private school LEP students in their jurisdictions.

In summary, school-based counts of LEP students have the advantages of knowledgeable raters and detailed criteria for assignment to LEP status, but they suffer from inconsistent definitions, possible biases in counts, and areas of undercoverage.

C. Summary

The analysis presented in this chapter suggests that both the Census-based and school-based approaches to estimating the LEP student population have merit, but also that there are problems inherent in each approach. Thus, the paper will present results from both approaches, will compare and contrast the results as appropriate, and will attempt to integrate the findings to the extent possible.

III. ESTIMATES OF THE LEP STUDENT POPULATION

As part of this review, an examination was made of estimates of the LEP student population from 1976 through the present. The estimates were divided into two groups: (1) those which were made concerning the period from 1978 to 1989; and (2) recent (since 1990) estimates. These two groups of estimates are presented in separate sections of this chapter.

The literature on LEP students contains a wide range of estimates of the LEP student population for this period. This review focused on estimates which met two criteria: (1) they involved counts of LEP students (i.e., the definition involved some measure of limited English proficiency) rather than counts of other populations, such as language minority (LM), non-English language background (NELB), or primary language other than English (PLOTE) students; and (2) they were reasonably comprehensive in terms of geographic and age/grade range subgroups.

The focus of this chapter is not on changes in the size of the LEP student population over time. That issue is addressed in more detail in Chapter IV of this paper. In this chapter, the focus is on the approaches that were used to develop estimates and on the ranges of those estimates. One conclusion of the review is that it is difficult to compare different estimates because they were using different definitions of LEP status, using different data collection approaches, and counting different populations of students. Thus, the chapter begins with a discussion of the different dimensions on which counts of LEP students have varied.

A. Variables Affecting the Size of Estimates

In examining various estimates of the LEP student population, it became clear that in order to describe and explain each count, that it would be necessary to define a range of variables relating to the count. The analysis suggested that the most important of these variables were:

(1) the use of Census-based vs. school-based data;
(2) counts based on school-age children vs. children enrolled in school;
(3) the year for which year the estimate was made;
(4) counts made a specific point in time vs. those covering a "window" (e.g., enrollment in a school any time in a school year);
(5) the specific age range or grade range covered;
(6) inclusion vs. exclusion of private school students;
(7) the specific states and territories included; and
(8) the specific definition of LEP used.

For most of the estimates of the LEP student population reviewed in this paper, these dimensions could be defined. To the extent possible, these dimensions are included in the descriptions of the estimates presented below. What could not be determined, however, was the extent to which variation on each of the dimensions affected the size of the estimates.

To make such a determination, the analysis would have needed to have had many more estimates which varied on fewer dimensions.

B. Estimates of the LEP Student Population from 1978-1989

The section includes seven estimates for the period from 1978-1989. The presentation is ordered by the year for which the estimate was made.

1. O'Malley (1981) - 2,408,000 LEP children in 1978

This estimate was based on data from the Children's English and Services Study (CESS). The study included interviews in a sample of 35,000 households, and in those 2200 households in which a language other than English was spoken, the study also involved the testing of children between the ages of 5 and 14 on a measure of English speaking, listening, reading, and writing (the Language Measurement and Assessment Inventory). The criterion for limited English proficiency which was used defined 63 percent of the children tested as LEP. The study also collected information from schools concerning 1000 of those children.

This estimate included all school-age children in the U.S. between the ages of 5 and 14. O'Malley estimated that there could have been as many as 1.2 million additional LEP children younger or older than the 5-14 year olds but also of school age. A review by the National Center for Educational Statistics also suggested a 9.22 percent higher estimate using an alternative analytic procedure.

O'Malley (1982) reported that when schools were asked to rate the language proficiency of students identified by CESS as LEP, most of the students rated were defined as either "adequate" (29 percent) or "can use very well" (34 percent). Fewer of the students identified as LEP by CESS were rated as "slightly limited" (21 percent), "very limited" (11 percent), or "severely limited" (5 percent). Assuming the validity of the CESS measure and cutoffs, this implied that schools overrated the English language capabilities of language minority students.

2. Chapa (1990) - 2,468,921 LEP children in 1979

This estimate was based on data from the November 1979 Current Population Survey (CPS) and data from the CESS (see No. 1 above) concerning the ratios of LEP children to non-English language background (NELB) children as reported in Macias and Spencer (1984). Chapa developed this estimate by multiplying the CPS estimates of the NELB population by ratios found for Spanish and other language groups in the CESS.

Thus, the basic methodology was similar to that used in the CESS estimate. For this estimate, however, the NELB population was defined by a CPS sample of 53,000 households surveyed a year after the CESS, and the NELB population included all children between the ages of 5 and 17. Two key assumptions of this estimate were

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that the cutoffs which defined the LEP to NELB ratio in the CESS study were valid and that the ratios for 5 to 14 year olds could be applied to 15 to 17 year olds.

3. U.S. Department of Education (1987) - 1,752,000 LEP children in 1980

This estimate was based on data from the 1980 Census and from the English Language Proficiency Survey (ELPS) conducted in 1982. In the ELPS, English language proficiency tests (the same as those in the CESS) were administered to 8,800 children between the ages of 5 and 17. Four thousand of these children were in language minority households and the remaining 4,800 were in homes where only English was spoken. Language minority children were defined as those who came from a household in which the household head and one other person spoke a non-English language. Based on score distributions for English-only children, English proficiency cutoffs at the 20th percentile were estimated for each single year of age, 5 through 17. By means of multiple regression analysis of the data from language minority children, models were then developed for predicting differential probabilities of scoring below those proficiency cutoffs based on characteristics in the 1980 Census.

Those models were then applied to 714 subgroups (14 language groups in 51 states (including D.C.)) to develop estimates of the number of LEP children in those groups. The data for these projections were from the 15 percent sample of the 1980 Census. According to these definitions, there were 4,955,000 language minority children in the U.S. in 1980, approximately 35 percent of whom were LEP.

4. Development Associates, Inc. and Research Triangle Institute (1984) - 1,355,000 LEP students in 1983

This estimate was based on data from a sample of 191 school districts, with oversampling for states and districts with large numbers of LEP students. Districts were asked to report the numbers of language-minority, limited-English-proficient (LM-LEP) students enrolled in Fall, 1983 in the district in each of the grades from K to 6, and of students ages 5 to 12 who were not placed in a grade level. The following definition of LM-LEP student was supplied:

> A student whose native language is other than English and whose skills in listening to, speaking, reading or writing English are such that he/she derives little benefit from regular school instruction.

Districts were asked to use local operational definitions to define this group. Based on the data provided by districts, the authors projected a total of 840,000 LEP students in grades K to 6 in public schools in the U.S. Using certain assumptions, they then estimated the total number of public and private school LEP students in grades K-12 in the U.S. to be 1.355 million.

5. Atlantic Resources Corp. (1991) - 1,472,042 LEP students in 1986

This estimate was based on data from a survey of state education agencies (SEAs) by OBEMLA as funded under the Title VII SEA Grant Program. The definition of a LEP student was based on a state or local determination. A total of 45 states and territories (including D.C., Puerto Rico, and the Northern Marianas Islands) responded to the survey. The states not included in the program were Alabama, Arkansas, Delaware, Kansas, Pennsylvania, South Carolina, Virginia, and West Virginia. These eight states included less than 5 percent of all LEP students according to 1990 Census data (see Chapter V).

This estimate was of LEP students in public and private schools in the U.S. and territories during the 1985-86 school year. Thus, it represented a "window" estimate in which it is conceivable that the same student could have been counted twice by two different jurisdictions if the student moved during the school year. In addition, according to the authors, the data on private school students were reported to be particularly weak.

6. Chapa (1990) - 3,684,995 LEP children in 1988

This estimate is related to estimate No. 2 above. It was based on data from the June 1988 Current Population Survey (CPS) and LEP/NELB ratios from the CESS as reported in Macias and Spencer (1984). Chapa used data on race/ethnicity and own and parents' country of birth (which he used to identify first generation and second generation immigrants) from the 1988 CPS to estimate the NELB population in 1988. He then applied the LEP/NELB ratios for Spanish and other language groups from the CESS to estimate the LEP population.

This estimate is of all LEP children ages 5-17 in the U.S. In developing his estimate of the NELB population in 1988, Chapa relied on data from the November 1979 CPS which included information on ethnic group and own and parents' place of birth as well as a direct measure of NELB status. He assumed the proportions of NELB children within ethnic and immigrant generation groups were the same in 1988 as in 1979. He also assumed that the LEP/NELB ratios from CESS which were developed for Spanish and other language groups in 1978 were correct and still applicable to NELB children in 1988.

7. McArthur (1993) - 1,808,000 children in 1989 with difficulty speaking English

This estimate was based on data from the November 1989 Current Population Survey (CPS). It represented the number of children ages 5 to 17 in the U.S. who were reported to speak a language other than English in the home and who were reported to speak English less than "very well" (i.e., they were reported to speak English "well," "not well," or "not at all").

McArthur explicitly chose not to use the term LEP to describe these children, because the ratings were subjective and because they only involved speaking ability rather than all language skills. She cited evidence from the English Language Proficiency Study (ELPS), however, which reinforced the use of Census results "as an aggregate measure to estimate the size of the limited-English proficient population." Specifically, she reported that persons who were reported as speaking English "very well" passed a language test at a rate similar to English-only persons, while persons rated as speaking "well," "not well," or "not at all" had significantly higher rates of failure.

The seven estimates are shown graphically in Figure 1. The figure illustrates the broad range of these estimates, and the fact that it is difficult to draw historical conclusions about the LEP population from them.

C. Recent Estimates (Since 1990) of the LEP Student Population

The criteria for choosing recent estimates of the LEP student population were similar to those for choosing earlier estimates: (1) they needed to involve counts of children with limited English proficiency rather than some other characteristic (e.g., primary language other than English); and (2) they needed to be reasonably comprehensive geographically and in terms of grade level or age range. In contrast to this general principle, we have included data from the "Prospects" study of the federal Chapter 1 Program, even though only three grade levels were included, because it represents a somewhat different approach to LEP estimates. As in the previous section, the presentation is ordered by the year for which the estimates were made.

1. Bureau of the Census (1993) - 2,388,243 children in 1990 with difficulty speaking English

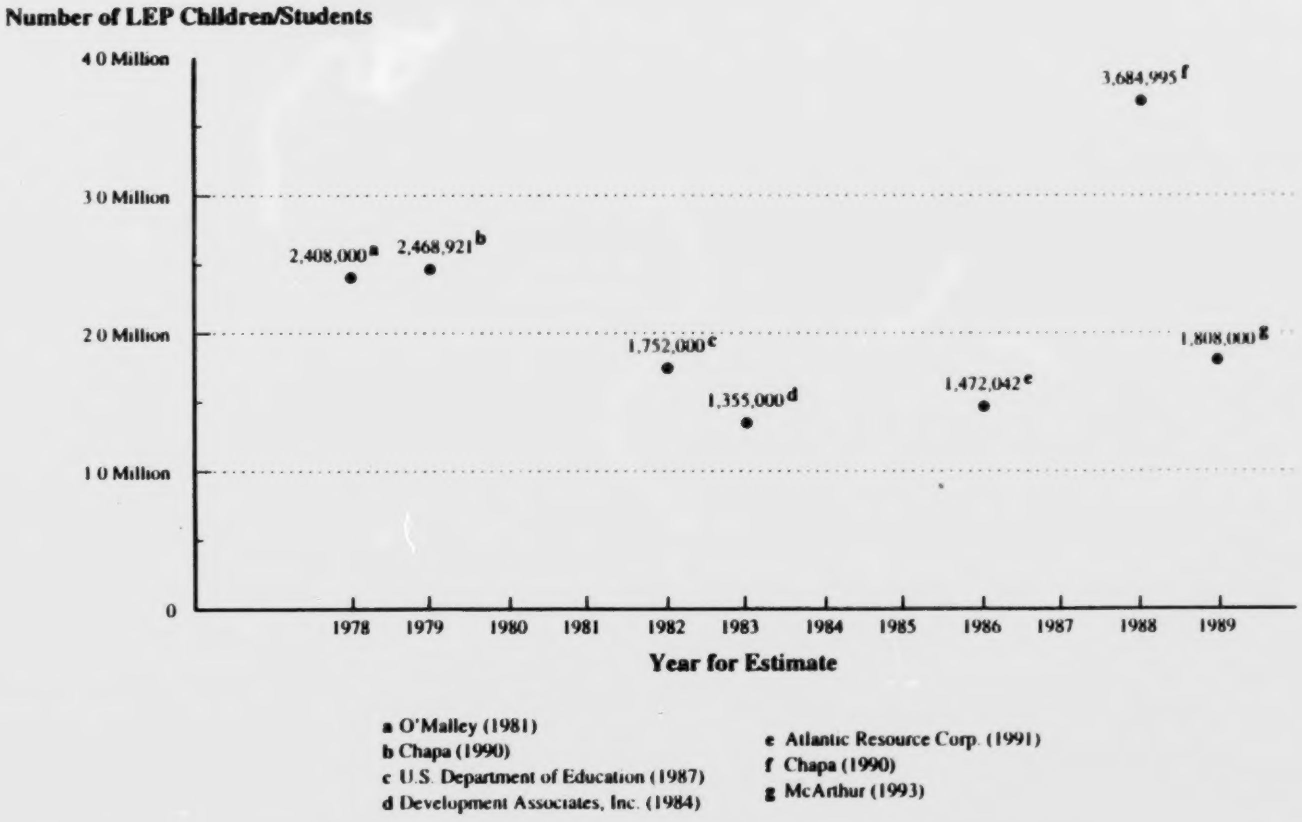
This estimate comes directly from summary tables of the 1990 Census based on data from the "long form," which was completed by a 1/6 sample of the overall U.S. population. It represents the number of children ages 5 to 17 in the U.S. who spoke a language other than English in the home and who were rated as speaking English less than "very well." As described in the previous section, some analysts do not consider this count to be an estimate of school-age LEP children because it is based only on subjective ratings of the ability to speak English. However, the count does have some meaning of its own, and it serves as a benchmark for defining other estimates.

2. August and Hakuta (1993) - 3,307,500 LEP children in 1990

This estimate was based on data from the 1990 Census and California's Language Census. The authors compared the number of LEP students identified through California's Language Census (986,462) with Census data on the number of state residents ages 5 to 17 who spoke a language other than English in the home (1,879,000). They used these data to define a LEP/LM percentage of 52.5 percent.

FIGURE 1

Estimates of the LEP Student Population, 1978-1989



a O'Malley (1981)
b Chapa (1990)
c U.S. Department of Education (1987)
d Development Associates, Inc. (1984)
e Atlantic Resource Corp. (1991)
f Chapa (1990)
g McArthur (1993)

The authors justified this approach as follows: "Because of its uniform assessment criteria and strict reporting requirements, California's annual Language Census probably yields the most accurate LEP count of any State." The authors then multiplied this LEP/LM percentage by the national count of children ages 5 to 17 who spoke a language other than English in the home (6.3 million) to generate their estimate.

The estimate was based on two assumptions. First, it assumed that the California LEP count was valid and reliable, and that individual districts and schools in the state were consistent in how they identified, placed, and exited LEP students. Second, the estimate assumed that the California LEP/LM percentage was equally applicable nationwide.

3. Hopstock et al. (1993) - 1,997,742 LEP students in 1991

This estimate was based on data collected from state education agencies (SEAs) as part of the sampling process for the "Descriptive Study of Services to Limited English Proficient Students." Data on the number of LEP students per district were collected from SEAs in order to draw a sample of districts. Comprehensive data were received from all states except Pennsylvania, which listed only the nine districts with the largest LEP enrollments. A survey was done of 10 percent of the remaining districts in Pennsylvania in order to develop a state estimate.

This estimate was of LEP students enrolled in public school districts in 1990-91. Thus, it involved a "window" and was not an estimate at a particular point in time. Data from Colorado were adjusted slightly because they were "seat count" rather than enrollment numbers.

4. Fleischman and Hopstock (1993) - 2,314,079 LEP students in 1991

This estimate was based on a mail survey of 745 school districts conducted as part of the "Descriptive Study of Services to Limited English Proficient Students." The sampling plan for the survey included the 100 districts with the largest numbers of LEP students (according to sampling data), and was weighted so that districts with greater numbers of LEP students had higher probabilities of selection (thus improving the reliability of the estimate).

The estimate was of LEP students in grades K-12 who were enrolled in public schools in the U.S. in Fall 1991. LEP students were defined as follows: "Individuals not born in the United States or whose native language is other than English, and individuals who come from non-English dominant environments, whose skills in English are so limited that they derive little benefit from regular school instruction." In responding to the survey, districts were told to use their own operational definitions of this concept.

5. Henderson, Abbott, and Strang (1993) - 2,430,712 LEP students in 1992

This estimate was based on data from a survey of state education agencies (SEAs) by OBEMLA as funded under the Title VII SEA Grant Program. The definition of a LEP student was based on state or local determination. A total of 52 states and territories (including, D.C., American Samoa, the Northern Marianas Islands, Palau, Puerto Rico, and the Virgin Islands) responded to the survey. The states not included were Arkansas, Pennsylvania, Virginia, and West Virginia. These states included 3 percent of all LEP students according to 1990 Census data (see Chapter V).

This estimate was of LEP students in public and private schools in the U.S. and territories during the 1991-92 school year. Thus, it was an estimate based on a "window," in which duplication across jurisdictions was possible if a student moved during the school year. Many respondents also acknowledged that estimates of private school LEP students were weak.

6. Puma and Jones (1993) - 595,165 LEP students in grades 1,3, and 7 in 1992

This estimate was based on data from the "Prospects" study of the federal Chapter 1 Program. Data were collected at the local level concerning a sample of individual students. Students were labelled as LEP if they met any of six criteria, including teacher identification, receipt of English as a Second Language (ESL) services, or school identification as "language limited" for testing purposes. Schools with high percentages of language minority students were oversampled in the study.

The study involved three cohort groups at the first, third, and seventh grade levels. Thus, estimates only at those levels were generated by the authors of the Prospects study. However, by using some assumptions and approximations not part of the Prospects study, the authors of this review generated an estimate of the K-12 population from these numbers. For grades 2,4,5 and 6, estimates were created by interpolation between estimates from the Prospects study in the given grades. For kindergarten and grades 8-12, ratios were developed between the grades to be estimated and grades in the Prospects study based on data from the Descriptive Study of Services to LEP Students (e.g., grade 8 LEP students / grade 7 LEP students), and those ratios were then applied to the Prospects data. Based on these estimates using data from the Prospects study, the number of LEP students would be approximately 2.16 million.

In summary, five of the six estimates presented in this section were in the range from 2.0 million to 2.5 million. This convergence is not surprising, given that they were all school-based estimates covering the same period. The one estimate which was dramatically higher (approximately 3.3 million) used a methodology employing both Census and school data, and relied on a unique set of assumptions.

D. Summary of Findings

Estimates of the size of the LEP student population which have been developed over the past twelve years have covered a very wide range. The estimates which have been summarized in this paper ranged from 1.355 million to 3.685 million. However, even higher estimates continue to be used by some analysts. For example in a recent publication, the Council of Chief State School Officers (1991) noted a diversity of estimates from 1.2 million to 5.3 million, and concluded that 3.5 million was probably a best estimate.

What is most clear from all of these differing estimates is that analysts could not agree on criteria for defining LEP students. Although there was variation based on the data collection methodologies and population groups included, the most important factor differentiating estimates appeared to be the standard for determining whether a child was or was not LEP. Studies which relied on the CESS assumed that almost two-thirds of language minority children had English skills which were limited enough to be labelled LEP. August and Hakuta (1993) assumed that approximately half of LM children were LEP. Other analysts and school-based staff believed that a smaller proportion of language minority students should be so labelled.

A review of the literature shows that considerable energy has been devoted to determining a "correct" answer to this question. It is unclear, however, whether any objective standards for judging "correctness" can be developed on this issue given the nature of the legal definition of LEP students. At the heart of this issue is the question, "How limited in English language ability does a student have to be in order for that limitation to deny him or her the opportunity to learn successfully in English-only classrooms?" There is no objective answer to that question, and thus no objective criteria can be developed for judging the "correctness" of LEP rates within language minority populations.

In order to develop a reliable and consistent count of LEP students, the field will need to agree on an operational definition of LEP status. The advantages and disadvantages of moving toward such a definition are discussed further in Chapter VII.

IV. TRENDS IN THE SIZE OF THE LEP POPULATION

In the preceding chapters, a number of "point in time" estimates of the LEP student population were presented. In this chapter, the available data to assess trends in the size of the LEP population are described. The chapter first describes what data are available to assess trends, next describes what trends have been found, and last discusses the implications of the data for future estimates of LEP counts.

A. Data Sources To Assess Trends

As illustrated by the discussions in the previous chapters, it is extremely difficult to compare estimates of the LEP student population across studies. Studies differ in how the data are collected, how LEP students are defined, who is included in the estimate, and whether the estimate is for a point in time or across a longer "window." Thus, using estimates from different studies conducted at different times to assess trends in the size of the LEP student population is extremely problematic.

In order to draw valid conclusions about trends in the LEP population, the following conditions need to be met:

(1) separate estimates need to be developed at points in time far enough apart for trends to be apparent;

(2) the separate estimates need to share a common definition of what it means to be a LEP student;

(3) the estimates need to share a similar data collection methodology and similar data collection instruments; and

(4) the estimates need to be made about the same LEP population group (e.g., school-age students in the 50 states and the District of Columbia).

This review identified only two sets of estimates that met most of these conditions: (1) Census estimates in 1980 and 1990 of the number of school age children who speak a language other than English in the home and who are rated as speaking English less than "very well;" and (2) estimates by State Education Agencies of the LEP student populations in their states yearly from the 1985-86 to 1991-92 school years.

The Census data from 1980 and 1990 used the same questions asked in the same way, and covered the same population. Both data collections for these items involved sampling, but the samples for both estimates were large enough to draw highly reliable conclusions. Both estimates were affected by an undercount, but there are not strong reasons to believe that the undercount affected the counts differentially. Thus, we believe that comparisons of the two estimates can be validly drawn.

Estimates from State Education Agencies (SEAs) across the seven years also involved similar questions being asked using a similar data collection methodology. States were asked to indicate the number of LEP students which they had. Based on informal conversations with SEA staff, it appears that in most cases states developed their estimates through surveys of all school districts, though response rates and survey methodologies within states did vary. Another difference across years was in the specific states which responded to the state survey. Although most states (and all of the top five in terms of expected numbers of LEP students) were included in all of the years, there was some variation in the specific states which were included. Despite some minor variation, however, it appears that the SEA reports are consistent enough to draw valid across year comparisons.

B. Trends in the Size of the LEP Student Population

Figure 2 shows the trend data from these two types of data collections shown on a common scale. We believe that the main conclusions to be drawn from the figure relate to the slopes of the trend lines, rather than the absolute differences between the lines. Because of the differences in data collection approaches, definitions of a LEP student, and populations being studied, there is no reason to believe that the absolute estimates should be comparable.

An examination of the trend lines in Figure 2 suggests that:

- The number of LEP students has increased dramatically in recent years, by 518,329 in ten years according to the Census data, and by 967,670 in six years according to SEA data.
- The rate of increase as indicated by SEA data (66 percent over six years) was significantly greater than the rate of increase indicated by Census data (28 percent over ten years).

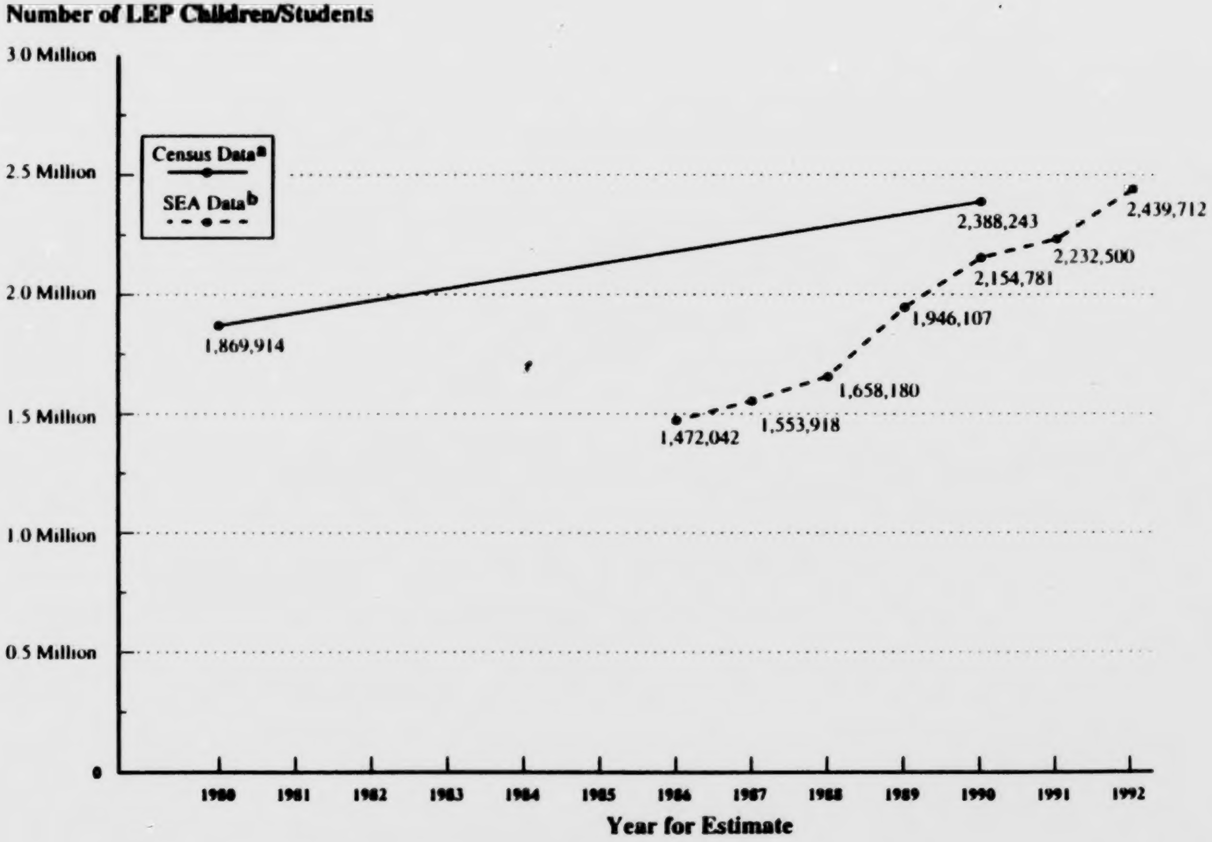
Although there has been controversy about the absolute number of LEP students, there appears to be general agreement that the size of the LEP student population has been increasing.

The differences in the rates of increase shown in Figure 2 are more difficult to interpret. The following hypotheses are offered:

- SEAs have become more effective in identifying LEP students in their states because of improved data collection procedures. Thus, the increases found are partially due to improved state data collection procedures, and the actual increases in the LEP population are smaller than those shown in the SEA data.
- LEAs are increasingly likely to label students as LEP because awareness and services to LEP students have increased. Thus, the increases in SEA LEP counts are partially due to changing identification methods and criteria, and increases in the LEP population are smaller than those shown in the SEA data.

FIGURE 2

Trends in the Size of the LEP Student Population



a U.S. Department of Commerce (1980, 1990)
b Atlantic Resources Corp. (1991), U.S. Department of Education(1991), Henderson et al. (1993)

- The 1990 Census may have been less effective than the 1980 Census in reaching households with LEP students. There was a major political controversy about whether the 1990 Census data should be adjusted because of an undercount of specific groups in specific states. Thus, the rate of increase in the LEP population may have been greater than shown in the Census data.

- Persons responding to the 1990 Census may have been less likely than those in the 1980 Census to rate their children as speaking English less than "very well," either because of lower standards or because of changes in how non-English speakers are perceived. Thus, the rate of increase in the LEP population may have been greater than shown in the Census data.

- Both rates of increase may be "correct." The differences may have been based on the natures of the populations being counted or the definition of proficiency which was used (e.g., school-age children with limited oral English ability versus students in school with limited English oral and literacy skills).

Based on the information collected, it is difficult to evaluate these various hypotheses. Thus, a reasonable conclusion might be that the actual rate of growth of the LEP student population was probably somewhere between the rates indicated by these two sources (i.e., in the range of 3-10 percent a year).

C. Implications of Trends in the Size of the LEP Student Population

Making projections about future changes in the LEP student population based on recent history is an extremely risky undertaking. The last research group that seriously attempted to do so (Oxford et al., 1980, 1984) made projections to the year 2000 based on overall Census projections and data collected in the period from 1975 to 1980. Based on what seemed to be reasonable assumptions, Oxford et al. estimated that the LEP population between ages 5 and 14 would grow from 2.5 million in 1976 to 2.8 million in 1990 (12 percent in fourteen years).

What happened in the interim were large and unexpected immigrations from Southeast Asia, Central America, and other parts of the world, and a host of other social and demographic changes. Given the ambiguity in how the LEP population is defined and uncertainty about the world situation, making projections based on present conditions and trends would seem to be equally problematic.

The number of LEP students who will be attending U.S. schools in the future will be determined by (among other things):

- immigration patterns (both legal and illegal);
- birth rates of immigrant and other language minority populations;
- English proficiency levels of immigrants and their children (e.g., some Southeast Asian immigrants knew English or learned some in refugee camps);

- how LEP status is defined in the future;
- rates of reclassification to non-LEP for children entering school as LEP; and
- school attendance and dropout rates for LEP children.

Making informed estimates about these factors is beyond the scope of this paper. It is reasonable to assume, however, that the LEP student population will continue to grow. Thus, school systems and schools will need to prepare themselves for an expanding population of children who will bring a native language other than English and limited English skills to their classrooms.

V. CHARACTERISTICS OF THE LEP STUDENT POPULATION

This chapter summarizes information on characteristics of the LEP student population. The chapter presents information on geographic distribution, grade level distribution, language backgrounds, ethnicity and country of origin, place of birth and length of time in the U.S., and enrollment in various government sponsored programs. Much of the information is from the Descriptive Study of Services to Limited English Proficient Students, conducted by Development Associates, Inc.

A. Geographic Distribution of LEP Students

There are two major sources of recent information about the geographic distribution of LEP students in the U.S. They are the 1990 Census, and the most recent SEA survey responses on the number of LEP students in their states. The Census data involved the number of children ages 5 to 17 in 1990 who spoke a language other than English in the home and who were rated as speaking English less than "very well." The SEA data represented the numbers of LEP students in public and private schools as defined by state and local agencies.

The distributions by state for these two groups are shown in Table 1. The first column shows the Census estimate, while the second column shows the SEA estimate. Data from both sources clearly showed that California had the most LEP students, followed by Texas, New York, Florida, and Illinois.

We compared the two estimates for each state in the third column of the table by dividing the SEA estimate by the Census estimate. For the nation as a whole, the ratio of these two estimates is 1.0, indicating that the overall estimates were very close. Where the ratios for individual states vary widely from the 1.0 national ratio, it indicates that the two counts are disparate. SEA counts were significantly higher in North Dakota, South Dakota, Montana, Alaska, and Utah, very likely because more Native American students were included in SEA counts than in Census counts. Given the legal definition of Native American LEP students which is to be used for state LEP counts, this discrepancy is understandable.

Census counts were significantly higher than SEA counts in Alabama, Kentucky, South Carolina, Indiana, Ohio, North Carolina, Missouri, New Hampshire, and Georgia. It would appear that school systems in these states were less likely to identify and label students as LEP than school systems in other states.

Table 2 shows those counties in the U.S. which according to 1990 Census data had at least 10,000 children ages 5 to 17 who were rated as speaking English less than "very well." As the table shows, there were 35 such counties, 16 in California and 8 in Texas.

TABLE 1

State-Level Limited English Proficient Estimates:

(Sources: U.S. Department of Commerce, 1990; Henderson et al., 1993)

State	1990 Census	1991-92 SEA Survey	SEA/Census Data
AL	8,117	1,671	0.2
AK	4,111	12,056	2.9
AZ	61,069	75,941	1.2
AR[1]	4,304	2,000	0.5
CA	796,905	1,078,705	1.4
CO	17,908	25,025	1.4
CT	26,738	16,703	0.6
DE	2,765	2,086	0.8
DC	3,989	3,555	0.9
FL	113,441	97,288	0.9
GA	19,834	7,955	0.4
HI	11,253	10,433	0.9
ID	4,633	4,980	1.1
IL	102,031	87,178	0.9
IN	19,078	4,822	0.3
IA	7,375	4,417	0.6
KS	8,818	6,180	0.7
KY	7,475	1,544	0.2
LA	16,826	9,040	0.5
ME	2,655	1,770	0.7
MD	21,879	12,580	0.6
MA	50,444	42,912	0.9
MI	27,815	36,720	1.3
MN	17,013	15,769	0.9
MS	6,186	3,058	0.5
MO	12,230	4,350	0.4

continued

TABLE 1

(Continued)

State	1990 Census	1991-92 SEA Survey	SEA/Census Data
MT	2,102	6,824	3.2
NE	3,323	1,856	0.6
NV	8,953	10,735	1.2
NH	2,587	1,135	0.4
NJ	76,273	47,515	0.6
NM	33,779	64,307	1.9
NY	247,948	184,857	0.7
NC	21,784	7,026	0.3
ND	894	9,579	10.7
OH	36,570	11,172	0.3
OK	9,473	17,705	1.9
OR	13,169	12,605	1.0
PA[2]	49,787	--	
RI	8,928	8,142	0.9
SC	8,068	1,466	0.2
SD	1,930	8,961	4.6
TN	9,702	2,636	0.3
TX	391,881	331,869	0.8
UT	8,428	23,598	2.8
VT	774	580	0.7
VA	23,668	--	
WA	30,077	34,314	1.1
WV[1]	2,815	231	0.1
WI	19,320	15,159	0.8
WY	1,118	1,996	1.8
TOTAL	**2,388,243**	**2,370,775**	**1.0**

[1] Data for 1991-92 not available. Numbers are from 1990-91 school year.

[2] Data not reported for either 1990-91 or 1991-92 school years.

TABLE 2

Counties With 10,000+ Limited English Proficient Children Aged 5-17:

(Source: U.S. Department of Commerce, 1990)

State	County	No. LEP Students
AZ	Maricopa (Phoenix)	23,789
	Pima (Tucson)	11,256
CA	Los Angeles	361,541
	Orange	68,580
	San Diego	49,482
	Santa Clara	30,915
	Fresno	27,918
	San Bernardino	24,840
	Alameda	20,415
	Riverside	23,453
	San Francisco	18,785
	Sacramento	15,528
	San Joaquin	15,464
	Ventura	14,509
	Kern	12,745
	Monterey	12,457
	Tulare	12,008
	San Mateo	11,936
FL	Dade (Miami)	60,085
MA	Suffolk (Boston)	12,158
NJ	Hudson (Jersey City)	13,898
	Essex (Newark)	11,628
NY	Kings (New York City)	66,654
	Bronx (New York City)	46,132
	Queens (New York City)	41,477
	New York (New York City)	36,126
PA	Philadelphia	14,742
TX	Harris (Houston)	60,485
	Hidalgo (McAllen)	45,373
	El Paso	41,138
	Bexar (San Antonio)	38,428
	Dallas	28,544
	Cameron (Brownsville)	26,608
	Webb (Laredo)	17,107
	Tarrant (Fort Worth)	11,502

Data from 1990 U.S. Census. Total number of LEP students 5-17 years old nationwide was 2,388,243.

B. Grade Level Distribution

The distribution of LEP students by grade level in public schools is illustrated in Table 3. This table is reproduced from the Descriptive Study report (Fleischman and Hopstock, 1993). The table shows the number of LEP students and total number of students at each grade level. Estimates of the number of LEP students per grade were based on a mail survey of 745 school districts, while information on the total number of students per grade came from National Center for Educational Statistics (NCES) data. As the table shows, both in terms of total numbers and in terms of percentage of the grade level population, there were many more LEP students at the lower grade levels.

As previously described in Chapter III, the Prospects study of Chapter 1 services also developed estimates of the 1992 LEP student population in grades 1, 3, and 7. Those estimates were 257,510, 214,026, and 123,629 respectively. These estimates were slightly lower than those of the Descriptive Study, but were roughly proportional.

C. Language Background/Country of Origin

The Descriptive Study asked both district-level and school-level respondents to report the number of LEP students by language group. Table 4, reproduced from the report (Fleischman and Hopstock, 1993), shows the district-level responses concerning the number of LEP students from the 20 largest language groups. As the table shows, Spanish language LEP students represented almost three-quarters of the overall population. The next largest language group (Vietnamese) represented only four percent of the population.

These percentages varied somewhat by grade level. The proportion of Spanish language students of the overall LEP population was only 60 percent at the high school level (Hopstock, 1993c).

The distributions of LEP students by language group in the Descriptive Study were generally consistent with those from earlier studies. For example, in the U.S. Department of Education's (1987) estimate of the 1980 population of LEP children, 72.5 percent of all LEP children had Spanish language backgrounds.

In general, the countries of origin of LEP students can be inferred by their native languages. The major exception is Spanish language students, who come from a wide range of countries. According to data from the Descriptive Study (Hopstock et al., 1993), 40 percent of Spanish language LEP students were born in Mexico, 39 percent in the U.S., 7 percent in Puerto Rico, and 14 percent elsewhere. Many of the Spanish language students who were born in the U.S. likely had origins elsewhere, but the Descriptive Study did not otherwise examine national origins.

TABLE 3

Number of LEP Students in Each Grade Level

(District Mail Survey)
(Source: Fleischman and Hopstock, 1993)

Grade Level	Number of LEP Students	Percentage of LEP Students in Grade Level	Total Students in U.S.	Percentage LEP of Total Students
Kindergarten	277,914	12.1%	3,305,619	8.4%
1st grade	279,257	12.1	3,554,274	7.9
2nd grade	246,979	10.7	3,359,193	7.4
3rd grade	221,936	9.6	3,333,285	6.7
4th grade	197,211	8.6	3,312,443	6.0
5th grade	177,412	7.7	3,268,381	5.4
6th grade	150,421	6.5	3,238,095	4.6
7th grade	134,907	5.9	3,180,120	4.2
8th grade	125,849	5.5	3,019,826	4.2
9th grade	159,208	6.9	3,310,290	4.8
10th grade	137,101	5.9	2,913,951	4.7
11th grade	103,337	4.5	2,642,554	3.9
12th grade	75,423	3.3	2,390,329	3.2
Ungraded	16,469	0.7	——	-----
Total	2,303,425	100.0%	42,000,343	5.5%

The number of respondents to the item was 735; this was 98.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 4

Number of LEP Students in the Twenty Most Common Language Groups

(District Mail Survey)
(Source: Fleischman and Hopstock, 1993)

Language Groups	Number of LEP Students	Percentage of LEP Students
Spanish	1,682,560	72.9%
Vietnamese	90,922	3.9
Hmong	42,305	1.8
Cantonese	38,693	1.7
Cambodian	37,742	1.6
Korean	36,568	1.6
Laotian	29,838	1.3
Navajo	28,913	1.3
Tagalog	24,516	1.1
Russian	21,903	0.9
Creole (French)	21,850	0.9
Arabic	20,318	0.9
Portuguese	15,298	0.7
Japanese	13,913	0.6
Armenian	11,916	0.5
Chinese (unspe.)	11,540	0.5
Mandarin	11,020	0.5
Farsi	8,563	0.4
Hindi	7,905	0.3
Polish	6,747	0.3

The number of respondents to the item was 733; this was 98.4% of those who responded to the survey. The results are weighted to be nationally representative.

D. Ethnicity

Most studies of LEP students focus on the language backgrounds of those students rather than their ethnic backgrounds. Thus, there is limited information on ethnic identification of such students.

The Prospects study of Chapter 1 (Puma and Jones, 1993) did report the percentages of students in grades 1,3, and 7 with various ethnic backgrounds who met their criteria of a LEP student. Not surprisingly, those students with Hispanic or Asian backgrounds were much more likely to be LEP than those whose ethnicity was White or Black. For example, at the first grade level, 38 percent of Asian students, 36 percent of Hispanic students, but only 1 percent of White students were rated as LEP.

E. Place of Birth and Length of Time in the U.S.

Establishing the place of birth and length of U.S. residence of LEP students is complicated by various legal and research issues. Schools often serve LEP students without having clear information about place of birth and length of residence, and in a number of cases it is likely that information provided to schools is unreliable.

The Descriptive Study asked school-level staff to estimate the percentages of their LEP populations which were born in the U.S., born elsewhere but lived in the U.S. for at least five years, born elsewhere but lived in the U.S. for one to four years, and born elsewhere but lived in the U.S. for less than one year. The results of this question are shown in Table 5 (reproduced from Fleischman and Hopstock, 1993). These results suggest that approximately one-third of LEP students were born in the U.S., and that over half had lived in the U.S. for less than five years.

A somewhat different picture is provided by data presented by McArthur (1993). Using CPS data from 1989, she estimated that 59 percent of children ages 5 to 17 who spoke a language other than English at home and who were rated as speaking English less than "very well" were born in the U.S.

The difference between these two estimates may at least be partially due to the different populations studied and different definitions of limited English proficiency. Both estimates are open to questions concerning the reliability and validity of measurement. This review has no basis on which to compare the reliability and validity of these two estimates.

F. Enrollment in Government Sponsored Programs

Services for LEP students are supported under a variety of federal, state, and local funding sources. Local school officials often have difficulty in relating specific funding sources to specific LEP students, though most funding programs do request information on the numbers of students served.

TABLE 5

Place of Birth and Length of U.S. Residence of LEP Students*

(School Mail Survey)
(From Fleischman and Hopstock, 1993)

Place of Birth/ Length of U.S. Residence	Mean Percentage of LEP Students by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Born in the U.S.	40.6%	20.9%	13.4%	36.8%	33.0%
Born elsewhere but lived in the U.S. for at least five years	9.7	15.0	12.6	11.6	11.1
Born elsewhere but lived in the U.S. for one to four years	31.9	40.3	47.0	36.8	36.0
Born elsewhere but lived in the U.S. for less than one year	17.7	23.7	26.9	14.8	19.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items was 1410; this was 76.8% of those who responded to the survey. The results are weighted to be nationally representative.

* These results are based on estimates provided by school administrators, and not the examination of school records. Schools do not necessarily have accurate information about their students' places of birth. Thus, the accuracy of the estimates is unknown.

State funding was most likely to be used for LEP services. According to data in the Descriptive Study, approximately 1,682,000 LEP students were in special LEP service programs supported by state funds in 1991-92, and 678,000 were in other compensatory education programs supported by state funds (Fleischman and Hopstock, 1993). A LEP student could have been in both of these programs. State education agencies (SEAs) in survey responses to OBEMLA suggested that 1,171,603 LEP students were in state supported bilingual programs in 1991-92, and 642,343 were in state supported ESL only programs (Henderson et al., 1993). The Prospects study (Puma and Jones, 1993) again provided somewhat contradictory evidence by suggesting that state-funded ESL/bilingual programs served between 30 and 40 percent of the LEP students which they identified.

At the federal funding level, LEP students are most likely to be served by Chapter 1 and Title VII programs. There are various estimates of number of LEP students served by these programs. For Chapter 1, SEAs reported to OBEMLA that 763,011 were served by Chapter 1 in 1991-92 (Henderson et al., 1993). This estimate did not include the states of Arkansas, Pennsylvania, Virginia, and West Virginia. The survey of school districts in the Descriptive Study projected that approximately 803,000 were served by Chapter 1 in 1991-92 (Fleischman and Hopstock, 1993). The Prospects study (Puma and Jones, 1993) reported that 20 percent of first and third grade LEP students and 8 percent of seventh grade LEP students were served by Chapter 1 in 1992. The estimate from the Prospects study is lower than the other two sources, each of which indicated that 33-35 percent of LEP students were served by Chapter 1.

For Title VII, various estimates are somewhat more consistent. According to Title VII applications funded for 1992-93, 303,309 LEP students were to be served by Title VII projects. According to SEA survey responses, 260,798 LEP students were served by Title VII programs in 1991-92 (Henderson et al., 1993). The survey of district staff in the Descriptive Study suggested that approximately 222,000 LEP students were served by Title VII in 1991-92 (Fleischman and Hopstock, 1993). A telephone survey of 191 directors of Title VII projects supported these numbers by projecting to an estimate of 238,255 LEP students served by Title VII in 1991-92 (Hopstock, 1993a).

In summary, the results strongly suggest that state-funded programs are those most likely to provide services to LEP students. Among federal programs, the data suggest that the Chapter 1 program serves 2-4 times as many LEP students as are served through Title VII programs.

VI. METHODS USED IN DEFINING LEP STUDENTS AND ASSIGNING THEM TO SERVICES

The purpose of this chapter is to summarize findings on how state and local school systems define LEP status, develop counts of LEP students, assign students to services, and exit students from those services. The topic is obviously a very large one and has been a focus of several major studies. This summary cannot do justice to the wealth of information which has been collected on the topic. The goal, however, is to present enough information so that the school-based LEP counts presented in previous chapters can be meaningfully interpreted.

The process of identifying students who may be LEP, assessing their language capabilities, deciding whether or not they are LEP, and assigning them to services is a highly complex one. The process may be guided by state legislation and policy and/or school district or school policy, but in the end, those policies are implemented by individual staff members using their best professional judgments.

Even when there are state or district policies in effect, the methods used for defining LEP students and assigning them to services will vary based on the resources available for assessment, the number of students to be assessed, the services which are available, and other factors. Thus, as described in Chapter II, any school-based estimates of the numbers of LEP students will necessarily involve some variation in how LEP students are identified, assessed, and exited from LEP status.

This chapter includes two sections. The first describes state policies and practices relating to the identification, assessment, and placement of LEP students. The second section describes local policies and practices relating to these same issues.

A. State Policies and Practices

A number of studies have collected information on state policies and practices relating to the definition of LEP status and procedures for assigning LEP students to services. Interestingly, however, we have not identified any studies which showed how states develop their counts of LEP students, except for descriptions of the types of information collected.

The research suggests that there are state definitions of LEP status which State Education Agencies (SEAs) provide to their local school systems. According to a recent survey of SEAs (Henderson et al., 1993), all of the 52 responding states and territories had a definition of LEP. These definitions included the following criteria:

- a non-English language background (44 cases);
- difficulty in understanding, speaking, reading, and/or writing English (29 cases);
- percentile cutoffs on language or achievement tests (17 cases);
- local determination (9 cases); and
- other criteria such as grade reports and teacher judgments (13 cases).

A second related issue is whether states define the methods (types of assessment, specific tests, cutoff scores, etc.) which should be used by local school systems in determining LEP status. A study by the Council of Chief State School Officers (CCSSO, 1991) showed that 29 of 53 states and jurisdictions had laws or policies concerning the identification of LEP students, and an additional 11 states provided districts with identification procedures for LEP students.

The methods used most frequently to screen and identify LEP students according to states (Henderson et al., 1993) were language proficiency tests (51 of 52 states), home language surveys (48 states), teacher observation (43 states), and parent information (41 states). All 52 states reported that multiple methods were used, and the average SEA reported that more than eight methods were used. According to the CCSSO (1991) study, a home language survey was required by 19 states, and some form of test in 14 states.

Requirements by states regarding the methods used to place LEP students in language assistance programs were somewhat different. Twenty-four states required some form of test for program placement, but no other method was required by more than five states.

There appears to be more state involvement in the process of identifying and placing LEP students than in the process for exiting them from services. Seventeen of 53 states reported that they did not have requirements regarding criteria for LEP students exiting from language assistance programs (CCSSO, 1991). This contrasts with only six states which did not have requirements on screening, identification, and placement. Nineteen of the states required some form of language test for program exit, 7 states required a committee decision, and 6 states required a content area test. Twelve of the states required specific state-approved tests for program exit.

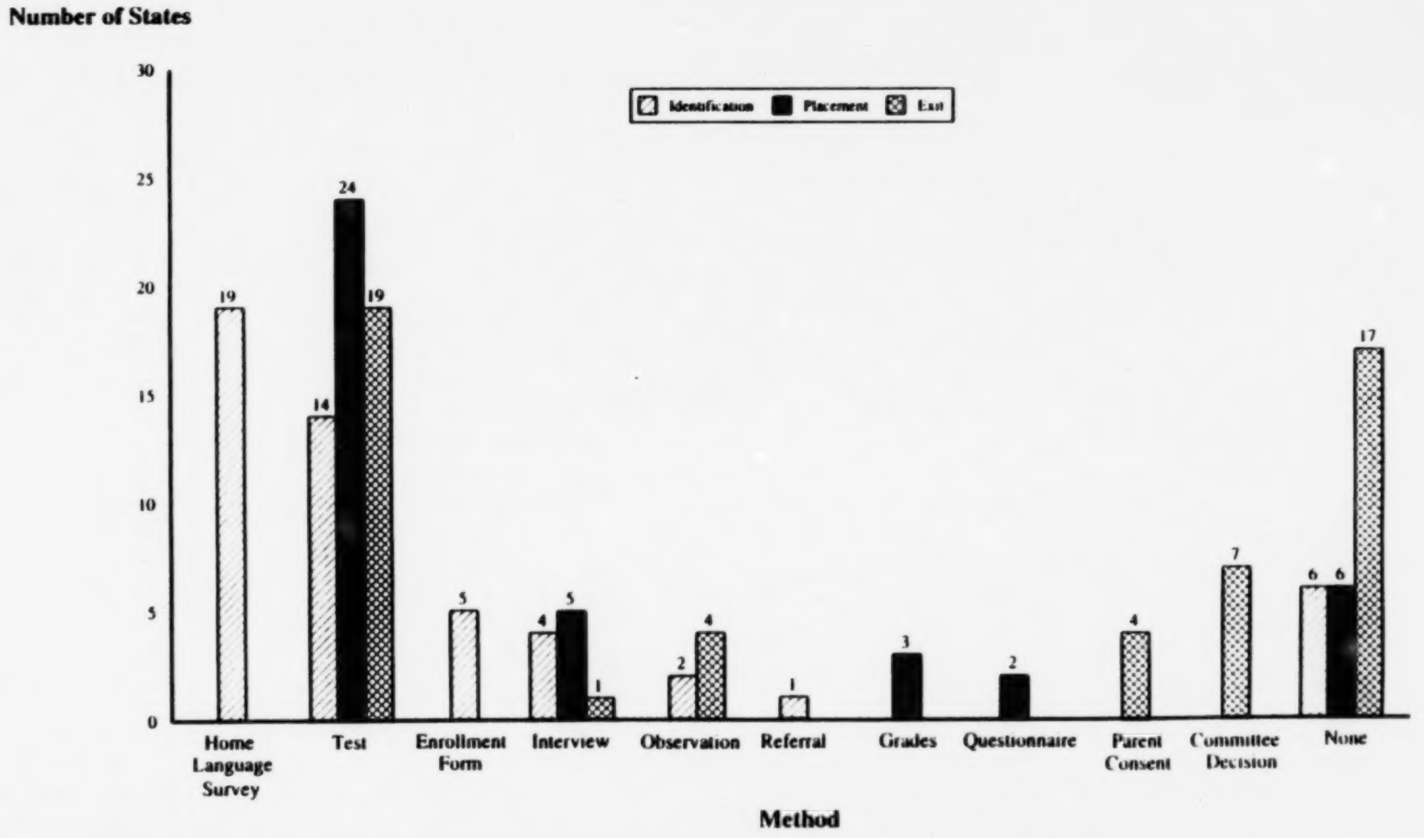
Figure 3 summarizes the types of data collection that are required for the identification, placement, and exit of LEP students, as described by the CCSSO study. As the figure shows, in a number of states some type of testing was required for all three processes. Other requirements, however, varied based on whether the purpose was identification, placement, or exiting of LEP students.

In summary, at the state level there was wide variation in what was required, recommended, or actually done in terms of identification, placement, and exiting of LEP students. Thus, the consistency of who was counted as a LEP student could vary very widely across states (and even within some states). Also there has been no systematic study of how states develop their counts of LEP students (data collection methods, sampling, response rates, etc.), so it is extremely difficult to judge the reliability and validity of the counts which they provide.

FIGURE 3

Methods Required by States for Identification, Placement, and Exit of Limited English Proficient Students

(adapted from Cheung et al., 1991)



B. Local Policies and Practices

There have been a number of studies which examined the policies and practices of local school systems in identifying, placing, and exiting LEP students from services. As part of its two major national descriptive studies of LEP services, Development Associates has surveyed local school staff on these issues. Because of its recency and broad national sample, much of the data presented below comes from Development Associates' most recent "Descriptive Study of Services to Limited English Proficient Students" (Fleischman & Hopstock, 1993; Hopstock et al., 1993).

According to the Descriptive Study, the processes most commonly used for determining LEP status in districts with LEP students involved school personnel using district-defined criteria (40 percent of districts), district personnel using district-defined criteria (30 percent), or school personnel using school-defined criteria (18 percent). In many cases, it can be assumed that district or school criteria reflected state requirements or recommendations, though the extent to which state requirements or recommendations were actually being implemented locally cannot be determined from these data.

The Descriptive Study examined the data used to determine LEP status, to assign students to services, and to reclassify students for exit. The results on these questions as reported at the school district level are shown in Figure 4. In general, oral proficiency tests and teacher judgment were the data most frequently used, though home language surveys were also frequently used for identification, and achievement tests were frequently used for reclassification. Usage of various data types for placement was lower because 24 percent of districts reported having only one type of service. Thus, for those districts, the identification and placement processes were identical.

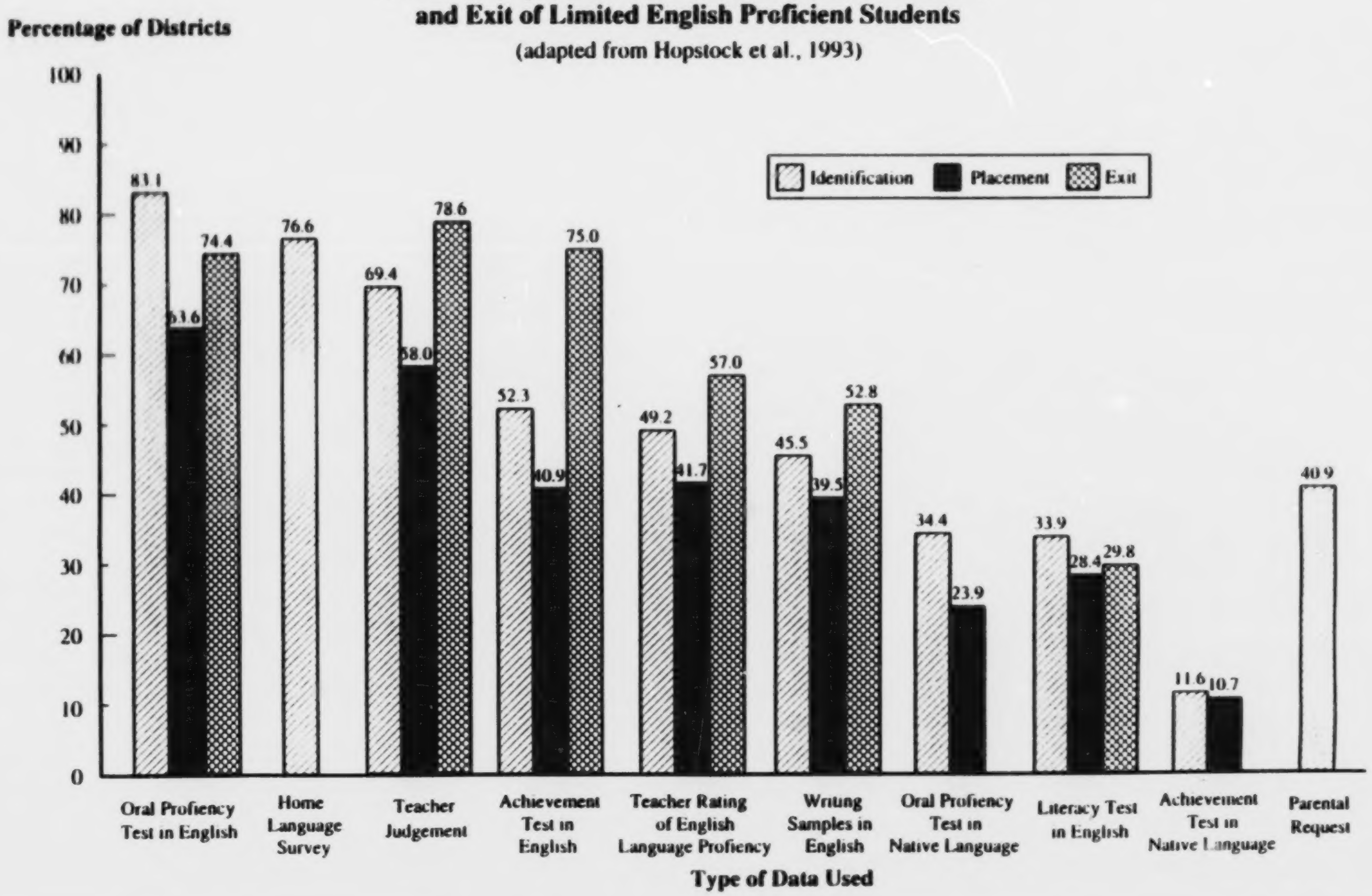
A major finding of the earlier Descriptive Study (Development Associates, 1984) was that even when districts had clearly defined entry or exit criteria, schools within those districts did not necessarily use those criteria. When districts had minimal criteria, schools sometimes reported using more than the district requirements. On the other hand, when districts had detailed criteria, schools sometimes reported using less data than required.

School-level respondents in the more recent Descriptive Study were asked the same questions about data used for identification, placement, and exit as were asked of district-level respondents (i.e., the data shown in Figure 4). Although the responses varied somewhat from the district responses (as would be expected given the different numbers of schools per district), there were no major or systematic differences between the two groups of respondents. Thus, although there may be variation within districts in terms of identification, placement, and reclassification methods, there is no evidence that schools are systematically using either less information or more than is required by district criteria.

FIGURE 4

Data Used by Districts for Identification, Placement, and Exit of Limited English Proficient Students

(adapted from Hopstock et al., 1993)



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A major finding of the recent Descriptive Study was that districts and schools with greater numbers of LEP students used more different types of data and more "objective" types of data (e.g., tests) for identifying, placing, and reclassifying LEP students than did districts and schools with fewer LEP students. The only method used more often by districts and schools with fewer LEP students was "teacher judgment." These results suggest that districts and schools are making the choice not to develop formal systems for identifying and reclassifying LEP students unless there is a significant number of such students in the setting.

In general, the data from the local level suggest that there is a great deal of diversity in how LEP students are defined, identified, placed, and exited from services. The review identified no studies which systematically asked how school and district LEP counts were developed. Thus, information cannot be provided on how LEP students are counted within schools (e.g., when and how are counts made) and how school counts are combined at the district level. The information which is available, however, suggests that local school staff devote considerable energy and resources to the task of identifying students who are in need of special language-related services, and that school-based counts of such students reflect the results of those efforts.

VII. ISSUES RELATING TO COUNTS OF LEP STUDENTS

This review of estimates of the LEP student population has raised a number of issues about LEP counts. This chapter presents a discussion about why LEP students have been counted, and whether a standardized operational definition of a LEP student should be developed.

A. Why is a Count Needed?

The U.S. Congress and the Department of Education have regularly requested information about the number of LEP students in the country. In order to evaluate the usefulness of the information which has already been collected and to plan for future data collection efforts, it is useful to examine the rationale for why such data should be collected.

The major purposes of national LEP counts appear to fall into three basic categories:

- to guide federal policy-making concerning the types, amounts, and distribution of federal resources directed towards serving LEP students;
- to focus federal training and technical assistance resources on areas and groups of greatest need; and
- to inform the general public, interest groups, and other governmental units concerning the LEP population and their needs.

It appears that the major questions to be answered by counts of LEP students are:

- What is the total number of LEP students in the country? (How large an issue is limited English proficiency for schools?)
- Is the LEP population in schools increasing or decreasing, and at what rate?
- How are LEP students distributed geographically, by state and by school district?
- What is the distribution of LEP students by grade level and by language group, and to what extent are students in specific language groups either broadly distributed or focused in specific districts and schools?
- What are the English and native language proficiency levels of LEP students? (How difficult will it be for these students to become English proficient?)

This review suggests that for all but the last question, that useful (though not completely reliable or precise) information has been collected and reported. Because of a lack of consensus on appropriate measures, scales, and standards, the evidence suggests that available information on language proficiency levels of LEP students has been inadequate for policy-making purposes.

B. Should There Be a Standard Definition of a LEP Student?

If there is one overall conclusion that has drawn on the basis of this review, it is that analysts have not been able to agree about what it is they should be counting. Although everyone has a general conception about what it means to be a LEP student, there has been no consensus about how to operationalize the definition.

It is generally agreed that a LEP student is one who comes from a non-English language background, and whose English language skills limit the ability to function successfully in an all English classroom. What have not been agreed on are: (1) what English language modes (speaking, listening, reading, and writing) and specific skills within those modes need to be considered in assessing LEP status; (2) what levels of English language skills are sufficient for one not to be labelled as LEP; and (3) whether there are some students who should always be considered LEP because of their generally poor language skills (i.e., they are unlikely to score above a certain level on a standardized achievement test).

It is clear that there would be both advantages and disadvantages of having a nationwide standardized operational definition of a LEP student. The advantages of having a standardized definition would be that:

- school personnel around the country could apply common terminology in talking about a group with special needs;
- the population of LEP students could be more clearly defined, and the size of the population could be more accurately estimated;
- the distribution of the LEP population across states, school districts, and other jurisdictions could be more accurately estimated, which would allow resources for serving LEP students to be more equitably distributed; and
- LEP students would be more likely to be recognized and to receive special services if they move from one school system to another.

The disadvantages of having a standardized definition would be that:

- the definition that would be adopted might either be too broad (including too many students) or too narrow (including too few), thus suggesting inefficient patterns of service provision;
- the operational definition might be more applicable and valid for some language or cultural groups than for others; and

- the operational definition might require additional standardized testing, which would increase the time and cost burden on local school systems, particularly those with few LEP students.

The Council of Chief State School Officers (1992) recently published a set a recommendations for improving the assessment and monitoring of LEP students. Those recommendations included a definition of a LEP student and recommendations to state and local agencies for the identification and placement of such students. CCSSO recommended that the federal government should "work with the SEAs to provide leadership and support in developing a set of screening instruments and procedures to be used across states and within districts" and also "support equating and norming studies of all tests that are currently recommended for local use."

A standardized operational definition could be developed and promoted by the U.S. Department of Education without jeopardizing the autonomy of state and local education agencies. To be maximally useful, however, the development of a standardized definition should:

- involve the participation of state and local education officials through their national organizations (e.g., the Council of Chief State School Officers, the National Association of Elementary School Principals, the National Association of Bilingual Educators);

- clearly indicate the language modes and skills at various grade levels which define LEP status;

- suggest but not prescribe tests which measure those skills, and define cutoff scores which indicate proficiency;

- articulate the distinction between LEP status and various language-related special education categories; and

- include a developmental period in which the usefulness of various definitions are tested.

States or local education agencies could decide to officially adopt the standardized definition, or to develop and use one of their own. For federal reporting purposes, however, states and school districts could be asked to use the standardized definition. The result would be more clarity and consistency in federal reports, and a more reliable basis on which to distribute federal resources for serving LEP students.

VIII. SUMMARY

The purpose of this paper was to provide a review and analysis of the various counts which have been made of the LEP student population. The major conclusions of the paper were as follows:

- There have been two general approaches to developing estimates of the LEP student population, Census-based approaches and school-based approaches. Each of these approaches has its strengths and weaknesses, and data from both approaches can and have been usefully applied.

- It is very difficult to compare different estimates of the LEP student population because they use different definitions of LEP status, use different data collection approaches, and count different populations of students at different times.

- The estimates summarized in this paper ranged from 1.355 million to 3.685 million LEP students in the U.S. Others have noted estimates from 1.2 million to 5.3 million. The range of estimates clearly indicate that analysts were not counting the same thing.

- The most important factor differentiating estimates appeared to be the standard for determining whether or not a child was LEP. Various estimates assumed that anywhere from one-third to two-thirds of language minority students were LEP.

- The number of LEP students has increased dramatically in recent years. Different sources suggested different rates of growth, but the rate was probably somewhere in the range from 3 to 10 percent a year. However, it is extremely difficult to predict future trends from the data on recent trends.

- One-third to one-half of LEP students reside in California and 70-75 percent reside in five states (California, Texas, New York, Florida, and Illinois). Spanish language LEP students represent almost three-quarters of the overall LEP student population. LEP students as a percentage of the overall school population ranged from 8.4 percent in kindergarten to 3.2 percent in grade 12.

- LEP students are most likely to receive services through state-funded programs. Among federal programs, the Chapter 1 program serves 2-4 times as many LEP students as Title VII programs.

- At the state level, there is wide variation in what is required, recommended, and actually done in terms of identification, placement, and exiting of LEP students. At the local level, even where there are state requirements or recommendations, there is still considerable diversity in the methods used for identification, placement, and exiting of LEP students.

- For most of the important questions for which LEP population counts have been calculated, moderately useful (though not completely reliable or precise) information has been collected and reported. Because of a lack of consensus of appropriate measures, scales, and standards, however, national-level information on language proficiency levels of LEP students has been inadequate for policy-making purposes.

- There would be advantages and disadvantages of having a nationwide standardized operational definition of a LEP student. It would lead to more consistent and reliable reporting of information on LEP students, but it might increase the time and cost burden on local school systems. If such a definition were developed, it should allow for flexibility in use by state and local education agencies.

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APPENDIX:
ESTIMATES OF THE LEP STUDENT POPULATION

SOURCE: ATLANTIC RESOURCES CORPORATION (1991)
TITLE: ANALYSIS OF TITLE VII STATE ED REQ
NO. OF LEP STUDENTS: 1472042
YEAR FOR WHICH ESTIMATE APPLIES: 1985-86
STATES/TERRITORIES INCLUDED: US, NOT AL, AR, DE, KS, PA, SC, VA, WV, PLUS 3 TERRITORIES
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-12 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): B
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: BASED ON TELEPHONE INTERVIEWS WITH STATE EDUCATION AGENCY TITLE VII GRANTEES.

SOURCE: ATLANTIC RESOURCES CORPORATION (1991)
TITLE: ANALYSIS OF TITLE VII STATE ED REQ
NO. OF LEP STUDENTS: 1553918
YEAR FOR WHICH ESTIMATE APPLIES: 1986-87
STATES/TERRITORIES INCLUDED: US, NOT AL, AR, DE, KS, PA, SC, VA, WV, PLUS 3 TERRITORIES
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-12 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): B
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: BASED ON TELEPHONE INTERVIEWS WITH STATE EDUCATION AGENCY TITLE VII GRANTEES.

SOURCE: ATLANTIC RESOURCES CORPORATION (1991)
TITLE: ANALYSIS OF TITLE VII STATE ED REQ
NO. OF LEP STUDENTS: 1658180
YEAR FOR WHICH ESTIMATE APPLIES: 1987-88
STATES/TERRITORIES INCLUDED: US, NOT AL, AR, NC, PA, SC, VA, WV, PLUS 4 TERRITORIES
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-12 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): B
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: BASED ON TELEPHONE INTERVIEWS WITH STATE EDUCATION AGENCY TITLE VII GRANTEES.

SOURCE: AUGUST AND HAKUTA (1993)
TITLE: BLUEPRINT FOR SECOND GENERATION
NO. OF LEP STUDENTS: 3307500
YEAR FOR WHICH ESTIMATE APPLIES: 1991
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): C
GRADE RANGE: AGE RANGE: 5-17
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B):
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: USED CA LANGUAGE CENSUS AND 90 US CENSUS - AND EXTRAPOLATED NUMBERS TO ENTIRE COUNTRY. CA HAD 986462 LEPS OUT OF 1879000 5-17 YR OLDS NATIONWIDE WHO SPOKE OTHER THAN ENG AT HOME (52.5%) - APPLIED % TO NATL FIGURE.

SOURCE: CHAPA (1988)
TITLE: POP EST. OF SCHOOL AGE LEP '79-89
NO. OF LEP STUDENTS: 2468921
YEAR FOR WHICH ESTIMATE APPLIES: 1979
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): C
GRADE RANGE: AGE RANGE: 5-17
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B):
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: USED A LEP TO NELB RATIO BASED ON CESS DATA, AND MULTIPLIED BY 1979 CPS NELB ESTIMATES.

SOURCE: CHAPA (1988)
TITLE: POP EST. OF SCHOOL AGE LEP '79-89
NO. OF LEP STUDENTS: 3684995
YEAR FOR WHICH ESTIMATE APPLIES: 1988
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): C
GRADE RANGE: AGE RANGE: 5-17
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B):
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: NELB ESTIMATE FROM JUNE 1988 CURRENT POPULATION SURVEY AND LEP/NELB RATIOS FROM CESS STUDY.

SOURCE: DEVELOPMENT ASSOCIATES, INC. (1984)
TITLE: LEPS CHARACTERISTICS & SCHOOL SVCS
NO. OF LEP STUDENTS: 882000
YEAR FOR WHICH ESTIMATE APPLIES: 1983
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-6 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): PU
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): W
HOW ESTIMATE WAS GENERATED: SAMPLE OF SCHOOL DISTRICTS, OVERSAMPLING FOR STATES AND DISTRICTS WITH LARGE NUMBERS OF LEPS. USED LOCAL OPERATIONAL DEFINITIONS.

SOURCE: DEVELOPMENT ASSOCIATES, INC. (1984)
TITLE: LEPS CHARACTERISTICS & SCHOOL SVCS
NO. OF LEP STUDENTS: 1355000
YEAR FOR WHICH ESTIMATE APPLIES: 1983
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-12 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): B
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): W
HOW ESTIMATE WAS GENERATED: USED DATA FROM DISTRICT QUESTIONNAIRES TO DEVELOP ESTIMATE OF K-6 PUBLIC SCHOOL COUNT. USED NCES DATA TO PROJECT TO K-12 POPULATION IN PUBLIC AND PRIVATE SCHOOLS.

SOURCE: FLEISCHMAN AND HOPSTOCK (1993)
TITLE: DESCRIPTIVE STUDY OF SVCS TO LEPS
NO. OF LEP STUDENTS: 2314079
YEAR FOR WHICH ESTIMATE APPLIES: 1991-92
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-12 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): PU
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: SAMPLE OF 745 DISTRICTS REPRESENTING 65.5% OF PROJECTED LEP POPULATION. USED LOCAL OPERATIONAL DEFINITION OF LEP.

SOURCE: HENDERSON ET AL. (1993)
TITLE: SUMMARY OF BILING. ED AGENCY PRG SV
NO. OF LEP STUDENTS: 2232500
YEAR FOR WHICH ESTIMATE APPLIES: 1990-91
STATES/TERRITORIES INCLUDED: US, NOT KY, PA, VA, PLUS 5 TERRITORIES
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-12 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): B
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: FIGURES TAKEN FROM STATE EDUCATION AGENCY SURVEY OF STATES' LIMITED ENGLISH PROFICIENT PERSONS AND AVAILABLE EDUCATION SERVICES.

SOURCE: HENDERSON ET AL. (1993)
TITLE: SUMMARY OF BILING. ED AGENCY PRG SV
NO. OF LEP STUDENTS: 2430712
YEAR FOR WHICH ESTIMATE APPLIES: 1991-92
STATES/TERRITORIES INCLUDED: US, NOT AR, PA, VA, WV, PLUS 5 TERRITORIES
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-12 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): B
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: FIGURES TAKEN FROM STATE EDUCATION AGENCY SURVEY OF STATES' LIMITED ENGLISH PROFICIENT PERSONS AND AVAILABLE EDUCATION SERVICES.

SOURCE: HOPSTOCK ET AL. (1993)
TITLE: DESCRIPTIVE STUDY OF SVCS TO LEPS
NO. OF LEP STUDENTS: 1997742
YEAR FOR WHICH ESTIMATE APPLIES: 1990-91
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-12 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): PU
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): W
HOW ESTIMATE WAS GENERATED: STATES GAVE LISTING OF SCHOOL DISTRICTS WITH LEP STUDENTS, AND ESTIMATE OF NUMBER OF LEPS IN THOSE DISTRICTS. PA ONLY GAVE INFO ON LARGEST DISTRICTS, CO DID A ONE DAY HEAD COUNT OF STUDENTS.

SOURCE: HOPSTOCK, ET AL. (1993)
TITLE: DESCRIPTIVE STUDY OF SVCS TO LEPS
NO. OF LEP STUDENTS: 2263338
YEAR FOR WHICH ESTIMATE APPLIES: 1991-92
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-12 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): PU
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): W
HOW ESTIMATE WAS GENERATED: SAMPLE OF 1835 SCHOOLS REPRESENTING 12.6% OF PROJECTED LEP POPULATION USED LOCAL OPERATIONAL DEFINITION OF LEP.

SOURCE: MCARTHUR (1993)
TITLE: LANGUAGE & SCHOOLING 1979-89
NO. OF LEP STUDENTS: 1808000
YEAR FOR WHICH ESTIMATE APPLIES: 1989
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): C
GRADE RANGE: AGE RANGE: 5-17
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B):
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: DATA FROM 1989 CURRENT POPULATION SURVEY. COUNT OF THOSE WHO USED A LANGUAGE OTHER THAN ENGLISH AND SPOKE ENGLISH LESS THAN VERY WELL.

SOURCE: O'MALLEY (1981)
TITLE: CHILDREN'S ENG & SERVICES STUDY
NO. OF LEP STUDENTS: 2408000
YEAR FOR WHICH ESTIMATE APPLIES: 1978
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): C
GRADE RANGE: AGE RANGE: 5-14
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B):
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: 35000 REPRESENTATIVE HOUSEHOLDS GOT QUESTIONNAIRE, 2200 SPOKE OTHER THAN ENGLISH AND HAD 5-14 YEAR OLDS. 1909 CHILDREN WERE TESTED FOR ENG PROFICIENCY, AND THEIR SCHOOLS IDENTIFIED EDUCATIONAL NEEDS FOR 1000 LEP STUDENTS.

SOURCE: PELAVIN ASSOCIATES (1985)
TITLE: SYNTHESIS ED-FUNDED RESEARCH
NO. OF LEP STUDENTS: 2600000
YEAR FOR WHICH ESTIMATE APPLIES: 1985
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C):
GRADE RANGE: AGE RANGE: 5-14
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B):
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): W
HOW ESTIMATE WAS GENERATED: LOOKED AT FINDINGS FROM SEVERAL RESEARCH STUDIES, CRITIQUED EACH, THEN MADE ESTIMATE.

SOURCE: PUMA AND JONES (1993)
TITLE: PROSPECTS-INTERIM REPORT
NO. OF LEP STUDENTS: 257510
YEAR FOR WHICH ESTIMATE APPLIES: 1991-92
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: 1 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B):
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): W
HOW ESTIMATE WAS GENERATED: SELECTED NATIONAL SAMPLE OF SCHOOLS, OVERSAMPLING FOR ELEMENTARY SCHOOLS AND THOSE WITH HIGH CONCENTRATIONS OF MINORITIES. DEFINITION OF LEP BASED ON MULTIPLE CRITERIA (SCHOOL, TEACHER, STUDENT).

SOURCE: PUMA AND JONES (1993)
TITLE: PROSPECTS-INTERIM REPORT
NO. OF LEP STUDENTS: 214026
YEAR FOR WHICH ESTIMATE APPLIES: 1991-92
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: 3 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B):
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): W
HOW ESTIMATE WAS GENERATED: SELECTED NATIONAL SAMPLE OF SCHOOLS, OVERSAMPLING FOR ELEMENTARY SCHOOLS AND THOSE WITH HIGH CONCENTRATIONS OF MINORITIES. DEFINITION OF LEP BASED ON MULTIPLE CRITERIA (SCHOOL, TEACHER, STUDENT).

SOURCE: PUMA AND JONES (1993)
TITLE: PROSPECTS-INTERIM REPORT
NO. OF LEP STUDENTS: 123629
YEAR FOR WHICH ESTIMATE APPLIES: 1991-92
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: 7 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B):
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): W
HOW ESTIMATE WAS GENERATED: SELECTED NATIONAL SAMPLE OF SCHOOLS, OVERSAMPLING FOR ELEMENTARY SCHOOLS AND THOSE WITH HIGH CONCENTRATIONS OF MINORITIES. DEFINITION OF LEP BASED ON MULTIPLE CRITERIA (SCHOOL, TEACHER, STUDENT).

SOURCE: U.S. DEPARTMENT OF COMMERCE (1990)
TITLE: 1990 CENSUS OF POPULATION AND HOUSING SUMMARY TAPE FILE 3C
NO. OF LEP STUDENTS: 2388243
YEAR FOR WHICH ESTIMATE APPLIES: 1990
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): C
GRADE RANGE: AGE RANGE: 5-17
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B):
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: 1990 CENSUS DATA. NUMBER OF CHILDREN AGES 5 TO 17 WHO SPOKE A LANGUAGE OTHER THAN ENGLISH AND WHO SPOKE ENGLISH LESS THAN VERY WELL.

SOURCE: U.S. DEPARTMENT OF COMMERCE (1980)
TITLE: 1980 GENERAL SOCIAL AND ECONOMIC CHARACTERISTICS: UNITED STATES SUMMARY
NO. OF LEP STUDENTS: 1869914
YEAR FOR WHICH ESTIMATE APPLIES: 1980
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): C
GRADE RANGE: AGE RANGE: 5-17
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B):
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: 1980 CENSUS DATA. NUMBER OF CHILDREN AGES 5 TO 17 WHO SPOKE A LANGUAGE OTHER THAN ENGLISH AND WHO SPOKE ENGLISH LESS THAN VERY WELL.

SOURCE: U.S. DEPARTMENT OF EDUCATION (1991)
TITLE: CONDITION OF BILINGUAL ED IN NATION
NO. OF LEP STUDENTS: 1946107
YEAR FOR WHICH ESTIMATE APPLIES: 1988-89
STATES/TERRITORIES INCLUDED: US, NOT AL, AR, PA, SC, VA, WV, PLUS 6 TERRITORIES
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-12 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): B
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: FIGURES TAKEN FROM REPORTS SUBMITTED BY THE STATE EDUCATION AGENCIES PARTICIPATING IN THE TITLE VII SEA PROGRAM.

SOURCE: U.S. DEPARTMENT OF EDUCATION (1991)
TITLE: CONDITION OF BILINGUAL ED IN NATION
NO. OF LEP STUDENTS: 2154781
YEAR FOR WHICH ESTIMATE APPLIES: 1989-90
STATES/TERRITORIES INCLUDED: US, NOT AL, AR, CT, PA, SC, VA, PLUS 5 TERRITORIES
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-12 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): B
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: FIGURES TAKEN FROM REPORTS SUBMITTED BY THE STATE EDUCATION AGENCIES PARTICIPATING IN THE TITLE VII SEA PROGRAM.

SOURCE: U.S. DEPARTMENT OF EDUCATION (1987)
TITLE: NO. LEPS, NATL, STATE, LANG SPC EST
NO. OF LEP STUDENTS: 1752000
YEAR FOR WHICH ESTIMATE APPLIES: 1982
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): C
GRADE RANGE: AGE RANGE: 5-17
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B):
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: LEP STUDENTS ESTIMATED BASED ON A MODEL DERIVED FROM RESULTS OF THE 1982 ENGLISH LANGUAGE PROFICIENCY STUDY TO SPECIAL TABULATIONS OF THE 1980 CENSUS DATA.

SOURCE: U.S. GENERAL ACCOUNTING OFFICE (1987)
TITLE: BILINGUAL EDUCATION INFO ON LEPS
NO. OF LEP STUDENTS: 1515406
YEAR FOR WHICH ESTIMATE APPLIES: 1985-86
STATES/TERRITORIES INCLUDED: US
SCHOOL BASED (S) OR CENSUS BASED (C): S
GRADE RANGE: K-12 AGE RANGE:
SCHOOLS INCLUDED - PUBLIC (PU), PRIVATE (PR), OR BOTH (B): B
TYPE OF ESTIMATE - SNAPSHOT (S) OR WINDOW (W): S
HOW ESTIMATE WAS GENERATED: NUMBERS OBTAINED FROM TELEPHONE INTERVIEWS WITH STATE PROGRAM OFFICIALS.

SPECIAL ISSUES ANALYSIS CENTER

Task Order DO40 Report

Manual For Teachers
and
Summary of Panel Meeting

Submitted by:
Special Issues Analysis Center

Development Associates, Inc.
1730 North Lynn Street
Arlington, VA 22209

December 8, 1993

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I. Manual:

How Can I Work With the English Language Learners in My Classroom?

Strategies for Elementary and Middle School Teachers

How Can I Work With the English Language Learners in My Classroom?

Strategies for Elementary and Middle School Teachers

Submitted by:
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The Purpose of This Manual

At the beginning of this school year, you may have discovered that there were one or more students in your class who did not grow up speaking English. They were raised in another country, or perhaps even in the U.S., where another language was primarily spoken at home. These students, who may not speak English at all, or at least do not speak, understand, or write English with the same facility as their classmates, are commonly referred to as "Limited English Proficient" (LEP) or English Language Learning Students (ELL), as they will be referred to here. If you formerly have taught only native English-speaking students and now have a classroom which contains some ELL students, then you have joined a growing number of teachers who can no longer take for granted that English and a common "American" cultural outlook are shared by all students.

Your initial reaction may be "What do I do?" You may be wondering how to handle the tasks of helping these students learn basic English language skills while completing your already-packed list of objectives for the class as a whole.

The purpose of this manual is to try to answer the question "What do I do?" It offers perspectives, strategies, and suggestions to help you work with ELL students to improve their English, while at the same time including the ELL students in instruction in mathematics, science, social studies, and the other subjects included in the school curriculum. Much of what is suggested is related to working within an active learning instructional model.. You will find that working with your ELL students can provide a resource to your classroom, aid the learning process for all of your students, and improve language skills and cross-cultural understanding for the entire class.

Acknowledgements

The author would like to acknowledge Laurie Baker, Leslie Greenblatt, Robert J. McNeely and Lynn Malarz for their advice and recommendations in preparing this manual. In addition, we thank the participants in the SIAC focus group on Active Learning Instructional Models for LEP Students, held in June 1993, in which there was very insightful discussion of many of the issues included in this manual. The participants in the focus group were: Elizabeth Bernhardt, Roberto Luis Carrasco, Stephanie Dalton, Esteban Diaz, Christian Faltis, Betty Mace-Matluck, Carmen Mercado, Lois Meyer, Robert Milk, and Ann Rosebery. The assistance of Joan Leotta in preparing the manual is also appreciated. The final responsibility for the manual including any errors or omissions rests with the SIAC.

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English Language Learners in Your Classroom

The English language learners in your classroom may be very different in their background, skills, and past experience from the other students you are teaching. Some may have come to the U.S. from a country in which they attended school regularly and will bring with them literacy skills and content knowledge, although in another language. Other students may come with a history of survival within a war-torn country where there was no opportunity for consistent --or any-- schooling. There will be differences in home background as well. Many will belong to very low-income families; the parents of some of these, however, may have been highly educated in their own country, and may have once held professional positions. The resources and the needs that the individual students bring are therefore often likely to be very different.

The first step in answering the question "What do I do?", then, is to learn the answer to another question: "Who are they?" As for any of your students, understanding the skills, needs, resources the students bring will help you to plan instructional goals and to build a classroom environment that will enhance learning for all of your students.

Who Are They?

Carlos is eleven years old. He grew up on a farm outside a small village in Peru. One morning the family awoke and the father was gone, a victim of the political unrest in the area. Carlos' mother moved him and his younger sister to the outskirts of Lima. Carlos could not go to school. He spent his days working on odd jobs so that the family could have enough food to eat. After two years in Lima, they were able to obtain a sponsor to come to the United States. They have been in the U.S. for less than one year. Their mother now works two jobs, and they live with another family in order to afford the rent. Carlos is now in the fifth grade, trying to adapt to the American culture, struggling to learn English, and working to catch up to his classmates in the other subject areas.

Hom is a thirteen-year old Korean boy who came here with his family about three years ago. his parents speak very little English and work from dawn until midnight in the small convenience store that they own with another family. The family speaks only Korean at home. Hom has just entered junior high school and is working hard to improve his English. Since he attended school regularly in Korea, his work in the other subject areas is about average for his grade level.

Frieda is an eight-year old Romanian girl. She has been in this country one month. She was adopted by an American family through a local church. She likes her new family but she misses her friends and her cousins. There is no one who can speak Romanian with her. Frieda did not attend school regularly in Romania and she can barely read or write in her own language. She understands only a little English.

What Do English Language Learners Need?

The ELL students in your class have several common needs. Certainly, they need to build or improve their oral English skills. They also need to acquire reading and writing skills in English while at the same time continuing to learn content in subjects such as mathematics, science and social studies. Some of the ELL students will have other needs that will make these tasks much more difficult for them. Some may have come to the U.S. from a country in which they attended a school that was very different from those in the U.S. system. Some may have large gaps in their schooling. Others may not have had any formal schooling at all and may lack important literacy skills in their native language that would normally be expected for a student of their age.

ELL students are also diverse in their economic backgrounds. Some may come from backgrounds where there are financial difficulties or health problems. These students may need support from health and social service agencies. Or, they may simply need your understanding about some of the special circumstances that they face. It may be that both their parents work long hours and cannot help with homework, or they may be required to babysit brothers and sisters until late each evening, making it difficult to complete all of the assigned homework.

The important point to remember is that any individual student presents a profile of aptitudes and abilities in subject areas and skills, and that this is true for students who are learning English as much as for native English speakers. However, the student who is learning English will have more trouble in expressing his or her level of understanding and capabilities in the second language, English.

What Do ELL Students Bring?

All children bring to a classroom their unique background, experiences, perspectives. In the case of ELL students, the differences in their cultures and languages offer many resources to the classroom. These students often bring:

- *Information* -- about other countries and their cultures, customs, and resources;
- *New perspectives* -- about the world, about society, about beliefs; and
- *Opportunities* -- for exposure to other languages, for sharing ways of thinking and doing things that might otherwise be taken for granted.

When the information, perspectives, and opportunities offered by the presence of students from other language and cultural backgrounds are used as a resource for instruction, the whole class benefits. Students build awareness of other points of view and other ways of understanding, and consequently come to learn more about themselves.

What Do I Need to Know?

As a classroom teacher, you can develop approaches and practices for working with ELL students that will allow you to include them in instruction with English speaking students. Through your experience, you are able to work with students who differ in levels of ability, in areas of strength, and in special skills or aptitudes. English language learners bring to the classroom new areas of differences, but your experience in working with diversity among English speaking students will apply to these students as well. An important first step, however, is in understanding the differences that you will observe.

Understand the Difference

Differences in language and culture are often subtle but affect the classroom participation of students in several ways. Understanding these will help you to respond in ways that will help both ELL and other students to learn.

- ***Cultural differences can mean different rules for classroom behavior***

Students from other cultures can have different views of how to be a student, or to "do schooling". For example, while you may want to have students participate by asking questions and joining in discussions, students from some backgrounds may not participate because in their culture it is considered disrespectful to ask questions of a teacher.

- ***Cultural differences can affect understanding of content***

New knowledge is built on the basis of what is already known by an individual. For example, in the area of reading, research has pointed out that reading is a "constructive" process, one that involves the building of meaning not only from the words on the page but from the related background knowledge of the reader. Where a text assumes a common experience not shared by the students, then they may not fully understand the text and consequently will be less likely to remember the content. This means that students whose experience is not the mainstream experience assumed by materials used in the class will need to have additional explanation or examples provided for them.

The importance of background for understanding:
"Texts written for native speakers of English may assume previous knowledge about concepts or objects that are unfamiliar to students from another culture. For example, a science text may use examples of different kinds of levers to clarify the meaning of *lever*. However, many English learners may have never seen or used the objects mentioned, such as *pruning shears*, *tweezers*, a *nutcracker*, or a *seesaw*. Teachers should make a special effort to bring in objects or use visuals that provide all students with the background necessary to understand written science materials." (Fathman, Quinn, and Kessler, 1992)

- ***Cultural differences can affect interactions with others***

Culturally different ways of showing interest, respect, appreciation can be misinterpreted. For example, if a student does not look at the teacher when the teacher is speaking, it may be interpreted as the student's lack of attention or as a show of disrespect. However, in the student's culture the expectation may be just the opposite, that is, to show respect a student should not look directly at the teacher. The way in which praise is given can also be different. For some cultural groups, praise to an individual student is not given publically. Instead, a quiet word of praise to the student is more appropriate. Teachers need to be sensitive to student reactions and try to respect these, while also helping students to understand the cultural differences too.

Understand Second Language Learning

There are many commonly held "folklore" beliefs about children learning a new language which research has shown are not actually very accurate. The following points about second language learning should be helpful for a teacher in understanding more about ELL students and their efforts to learn English.

- ***It is not simple or easy for children to learn a second language.***

Actually, learning a second language is a big task for anyone. Just as learning a first language is a process that involves much of a very young child's day, children learning a second language must work hard at acquiring the new language. Also, for children as well as for adults, it can be difficult emotionally to take the step into a new language and culture. Children, perhaps even more than adults, can be shy and embarrassed around others in trying out their beginning language skills.

- ***Young children need time to learn a new language.***

Despite the common view that children have special abilities for learning language, research shows that older children and adults are in fact able to learn the vocabulary and grammar of a new language more quickly than younger children. Older children and adults have many strategies for learning and a more explicit understanding of language rules and how language works which help them in learning a second language. Young children may seem to learn quickly since they can appear proficient with smaller vocabulary and simpler phrases. They also appear to have some advantage in acquiring native-like pronunciation, which can give an impression of greater proficiency.

- ***Fluency on the playground does not necessarily mean proficiency in the classroom.***

Often, we may hear a student conversing easily in English on the playground with other students. Does this mean that he or she has become fluent in English? The answer is: "No". Social conversational skills are important, but they are not sufficient for academic learning in the classroom. However, it is hard to recognize that language can still be an additional challenge and can affect a student's academic performance when he or she is fluent in everyday conversations. But in actual fact, the same child who is fluent in English on the playground is likely to require four to six years to acquire the level of proficiency needed for successful academic learning (Collier, 1989).

- ***Children go about learning a second language in different ways.***

There are many similarities in how a second language is learned, but there are also differences based on individual student characteristics or language background. For example, more outgoing children may begin to imitate phrases and expressions very early, and try them without worrying about mistakes or how they sound. Other children, however, may not use their new language for some time. Instead, they observe quietly until they are sure of what they should say. What may be difficult to remember is that the outgoing student may be less proficient than he appears, and that the quiet student may actually be much more proficient than she seems. Both will eventually learn to speak fluently.

Different patterns in learning a second language (e.g., the kinds of errors made) may also occur based on the learner's first language. For example, a student whose first language does not mark definite and indefinite reference may have a harder time in acquiring use of the English articles.

- ***Silence is sometimes needed.***

Students may be silent at times as they learn to speak a second language. For some learners, a focus on listening more than speaking occurs, especially in the early stages of learning a new language. For other learners, there may be a need to briefly "tune out" at points in the course of a day to "recharge" from the consistent effort of listening and speaking in the new language.

Silence may also occur in extended pauses before a student answers a question. Allow students additional time to collect their thoughts and structure their answer. Moving too quickly to the next student discourages efforts to respond; in contrast, recognizing that the student needs more time to answer lets the student know that you are interested in listening.

- ***Errors can indicate progress.***

As in first language acquisition, errors can actually have a positive meaning. They often appear when a learner is trying out a new form or grammatical structure. When the focus is on communicating, direct correction of errors can hinder students' efforts and discourage further attempts to express ideas with the language skills they have available. Rather than correct errors directly, a teacher can continue a dialogue by restatement of what a student has said, modeling the correct form.

How Can I Work with the English Language Learners in My Classroom?

Your awareness of the diversity that your ELL students bring to the classroom and of the resources as well as needs that they bring, can be used to build an instructional environment for all students. Current educational research and reform focus on greater participation by students in instruction and on learning tasks that are relevant to the real-life needs of students. An active learning instructional model for LEP students includes elements that address the special language-related needs and cultural differences of students who are learning English. There are five key elements:

☆ ***The classroom should be predictable and accepting of all students.***

All students are able to focus on and enjoy learning more when the school and classroom make them feel "safe," that is, environments in which students feel comfortable with themselves and with their surroundings. Teachers can increase comfort levels through structured classroom rules and activity patterns, explicit expectations, and genuine care and concern for each student.

☆ ***Instructional activities should maximize opportunities for language use.***

Opportunities for substantive, sustained dialogue are critical in challenging a student's ability to communicate ideas, to formulate questions, and to use language for higher order thinking. Each student, at his or her own level of proficiency, should have opportunities to communicate meaningfully in this way.

☆ ***Instructional tasks should involve active participation of the student.***

Students contribute and learn more effectively when they are able to play a role in structuring their own learning, when tasks are oriented toward discovery of concepts and answers to questions, and when the content is both meaningful and challenging.,

☆ ***Instructional interactions should provide support for student understanding.***

Teachers should ensure that students understand the concepts and materials being presented. For ELL students this includes providing support for the students' understanding of instruction presented in English.

☆ ***Instructional content should utilize student diversity.***

Incorporating diversity into the classroom provides ELL students with social support, offers recognition of different perspectives to all students, provides new information on other cultures and exposure to other languages to all students. In addition, incorporating examples and information relevant to the ELL students' backgrounds assists them in understanding content.

★ ☆ ☆ ☆ ☆

Create an Accepting and Predictable Environment

A supportive environment is built by the teacher on several grounds. There is acceptance, interest, and understanding of different cultural backgrounds, beliefs and customs. There is explicit information provided to students on what is expected of them, and a clear structuring of class activities and daily patterns. These provide important social and practical bases for students, especially for ELL students. When students are freed of the need to interpret expectations and to figure out task structures, then they can concentrate on learning and take risks in learning.

- ***Provide a clear acceptance of each student.***

Treat ELL students as individuals and as equal members in the class. Both recognize and be aware of cultural differences; at the same time, don't assume that because a student comes from a particular language or cultural group that he or she shares all of the beliefs or customs of that group. Also, understand that singling out a student as a spokesperson for a culture may be uncomfortable for him or her.

Show acceptance also by making the environment more accessible to ELL students. One way is to place signs in the student's language and in English to identify places or work areas in the classroom (e.g., "class library", "science materials", "quiet work center") and around the building (e.g., "office", "cafeteria"). Such multilingual and symbolic signs make families as well as students feel more welcome in the school.

A first very simple but most meaningful step that a teacher can take is to learn with care how to pronounce a student's name, and to ensure that other persons in the class and in the school (e.g., librarian) who will have contact with the student know how to pronounce it correctly. Similarly, if a student wants to be called by a different name or nickname, be sure to note and use this. For any student, ELL student or other, caring about their name shows that you care about who they are.

- ***Make classroom activities overtly structured and predictable.***

Give students a clear understanding of how the tasks will proceed. For example, if students are to work in cooperative groups, begin by describing how they are to work together. Make lists of student roles, or group responsibilities, and explain and discuss these. Keep the basic structure for cooperative group work consistent. In this way, students will know what is expected of them in their cooperative group tasks, even though the specific content or tasks will change. Ensure that they have a clear sense of their daily schedule, even if it varies from day to day. Students will be less able to focus on instruction when they are concerned about where they should be, or what they should be doing. When a change in schedule is needed, give as much advance notice as possible. Do not rely on simply telling students; add other ways of letting students know about the change, such as correcting a posted schedule, crossing off the usual activity and adding in the new activity.

For ELL students, unfamiliar with so many things going on around them, understanding the basic structure of the school activities is very important. There are many ways to provide a feeling of "knowing" to the students. In addition to writing or posting the schedule for the day or week on the board, establish procedures for utilizing different areas of the classroom. Establish sequences of activities for students, or let students know what options they have after they complete an assigned task. These sequences or options can be posted and perhaps illustrated so that students always have the information at hand. The list can be changed from time to time to provide variety within a familiar context. If different work stations or activity centers have been set up in the class, have any specific procedures for their use or sharing of equipment also posted and clear for students.

- ***Let students know what is expected of them.***

For all students, a clear shared understanding of the rules for participating in the class, of acceptable behavior during and after completing specific class activities, of general expectations for student behavior, are important. For ELL students who are often struggling with cultural differences as well as language, it is even more important to:

☐ explain or demonstrate expectations about classroom rules and behaviors (for example, provide specific information on how to gain the teacher's attention, how use of a particular activity center is shared);

☐ assist students whose cultural definitions of "being a student" differ from the class expectations (for example, describe the types of activities that the class will do, how to ask questions within these different activities, when and how it is okay to interrupt the teacher or to move about the classroom).

One way of helping students to clearly understand what is expected is to discuss the rules and have the students copy them down in a notebook. The rules can be posted and perhaps accompanied by illustrations. Also, the class could try acting out scenarios about the rules, showing clearly what is not allowed, what is acceptable.

- ***Have high expectations for all students***

An environment in which students feel comfortable and accepted is also one in which all students feel that their participation is valued and that it is likely to lead to success. Positive, high expectations for performance are important for ELL students within any classroom. ELL students as much as English proficient students need to develop content knowledge and the higher order thinking skills that will be required of them as they progress into further training or employment. There must be opportunities provided for ELL students to work with challenging tasks. ELL students should be included, for example, in cooperative working groups and given responsibilities that allow them to contribute to the group goal.

High expectations for ELL students are important not only within the classroom but within the school overall. The context of the school must be one in which all students are viewed as highly capable and able to take on challenging work successfully.

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Maximize opportunities for language use

Language, while a major focus for ELL students, is really central to learning for all students, ELL and native English speakers alike. Through experience in trying to express ideas, formulate questions, and explain solutions, students use of language supports development of higher order thinking skills. The following points are important ways to maximize language use:

- ***Ask questions that require new or extended responses***

Questions asked of students by teachers should require new information or newly generated responses, and should involve a thoughtful effort on the part of the student. Questions should require answers that go beyond a single word or predictable pattern. Students can be asked to expand upon answers, giving reasons why they believe a particular response is correct, or explaining how they arrived at a particular conclusion. Or they can be asked to expand upon a particular response by creating a logical follow-on statement.

- ***Create opportunities for sustained dialogue and substantive language use***

It is often hard to give many students an opportunity for meaningful, sustained dialogue within a teacher-centered instructional activity. To maximize opportunities for students to use language, teachers plan to include other ways of organizing learning activities. For example, in cooperative learning groups students use language together to accomplish academic tasks. In reciprocal teaching models, each student/group is responsible for one portion of a task, and then shares what he/she has accomplished or learned by teaching it to others.

Opportunities for maximizing language use and engaging in a sustained dialogue should be in written as well as oral English. Students can write in a daily journal, seen by only themselves and the teacher. This type of writing should be encouraged for students at all levels. Some ELL students may be too embarrassed to write at first; they may be afraid of not writing everything correctly. The focus in this type of writing, however, should be on communicating.

Students should be given opportunities to write about what they have observed or learned. Those with less proficiency in English can use illustrations to supplement, or can work with another student to report what they have observed. Ensure that there is substantive use of oral and written language, for example, to define, summarize, report on activities. Learning takes place often through a student's efforts to summarize or explain what they have observed, or their ideas about a topic to others, and through answering questions about what they have presented. For ELL students, language proficiency may not be fully equal to the ideas which the students want to express. However, the students should present ideas using what language skills they do have, and combining oral, written, and nonlinguistic means. Or, the ELL students could work in groups to write down their observations, prepare to present them in English, and then report them orally.

- ***Provide opportunities for language use within multiple settings***

Opportunities for meaningful language use should be provided in a variety of situations: small group, including a variety of groups in terms of composition (i.e., in terms of ELL and proficient English speakers); peer-peer dyads (again, some could be of two ELL students, others of an ELL paired with native speaker); and teacher-student dyad. Each of these different situations will place a different type of demand on the student and will offer exposure to varying types of language use.

The physical layout of the room should be structured to support flexible interaction among students. There can specific activity areas where students can meet in small groups or the teacher can meet with a student, or the furniture in the room can be arranged and rearranged to match the needs of an activity.

- ***Focus on communication***

When the focus is on communicating or discussing ideas, specific error correction should be given a minor role. This does not mean that errors are never corrected; it means that this may be done in a specific editing step, apart from the actual production of the written piece. Similarly, in oral language use, consistent correcting of the errors in speech that will occur for any second language learner will discourage the important use of language for communicating. Indirect modeling of a corrected form in the context of a response is preferable to direct correction.

> Communicating ideas in a science journal:
> As the class works through a process of carrying out an experiment, e.g., observing the reactions of plants to different amounts of light, have students keep individual science journals about what they observe, and what they think is happening. Each student has the opportunity to observe and reflect on their learning, and to communicate it each at his/her own level. For ELL students, the journal provides an opportunity to function at an equal level with all other students, while producing written entries at their own level. The teacher may want to even react to the journal entries, as for dialogue journals. The teacher's response would be to the content of the observations and reflections at intervals in the process so that it is an interactive dialogue. Errors in grammar and vocabulary would not be directly corrected (but correct models can be provided indirectly through the teacher's written response).

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Provide for active participation in meaningful and challenging tasks

Many teachers now plan for instruction of both ELL and English proficient students as they structure their classroom activities. With this type of diversity in the class, some shifts in approach are needed. However, the types of adaptations that can be helpful to ELL students are also those that recent research and reform efforts indicate are effective for all students.

For example, many descriptions of instructional innovation focus on increasing student participation in ways that result in students asking questions and constructing knowledge, through a process of discovery to arrive at new information that is meaningful and that expands students knowledge. An important goal is to create or increase the level of "authentic" (Newmann and Wehlage, 1993) instruction, i.e., instruction that results in learning that is relevant and meaningful beyond success in the classroom task alone.

Standards for authentic instruction:

- Instruction that involves higher order thinking skills,
- A deep understanding or knowledge of a topic,
- Instructional material that has relevance to the world outside the classroom,
- Student engagement in substantive conversations about the topic,
- Social support for achievement by all students in the form of high expectations and mutual respect.

(Newmann and Wehlage, 1993)

- *Give students responsibility for their own learning*

In active participation, students assist in defining goals of instruction, e.g., the specific content to be examined or questions to be addressed may be identified by students and teachers together. Students also have an active role in developing the knowledge that is to be learned, e.g., students observe and report on what they have observed, write to organizations for needed information, assist each other in interpreting and summarizing information. Active participation involves some shift in roles and responsibilities; teachers become less directive and facilitative, students' take on more responsibility.

ELL students need to participate as much as other students. Their participation can be at a level that is less demanding linguistically, but still requires higher order thinking skills and allows the student to demonstrate or provide information in non-linguistic ways. For example, using limited written text, a ELL student with very little oral or written proficiency in English can create a pictorial record of what was observed in a science class, noting important differences from one event to the next.

- ***Develop use of a discovery process***

When students take an active role in constructing new knowledge, they use what they already know to identify questions and seek new answers. A discovery process is one in which students participate in defining the questions to be asked, develop hypotheses about the answers, work together to define ways in which to obtain the information they need to test their hypotheses, gather the information, and then summarize and interpret the information. Through these steps, students not only learn new content, they learn through a process in which they build ownership of what has been learned. They are also learning to learn.

> "I think that the kids' way of seeing the world, the way they think in general, has changed because they feel more comfortable learning on their own, investigating questions, thinking about questions and making them clearer, and finding out the answers whether from books or from experimentation. And most of all, I feel that they have made a step toward being critical about what people say to them...They're learning to find out for themselves and not listen to everything they hear." (Teacher, Cheche Konnen project, Warren and Rosebery, 1990)

- ***Include use of cooperative student efforts***

Recent findings about how we learn emphasize the very social nature of learning. Many successful examples of innovation in classrooms with ELL students show the value of using cooperative working groups composed of heterogenous groups of students, including students at different levels of ability. The composition of groups should be carefully considered and should be flexible, so that students experience working with different individuals. Mixing ELL and English proficient students within groups promotes opportunities to hear and use English within a meaningful, goal-directed context.

Learning to work in cooperative groups requires practice and guidance for the students. Formal roles should be assigned to each member of a group (e.g., note-taker, reporter, group discussion leader), and these roles should be rotated. At older grades, as students identify different tasks to be accomplished by a group, students might define and assign their own responsibilities. In all cases, the use of group work requires attention to ensure that each individual has opportunities and responsibilities in contributing to the development of the overall product.

Teachers need to be sensitive to the fact some cultural groups prefer more independent learning structures rather than cooperative activities. In response to preferences, teachers may want to consider adjusting the balance of learning activities for students to accommodate such differences, and to provide more support, to allow students to gradually become more comfortable in these activities.

- ***Make learning relevant to the students' experience.***

The content of instruction will be more meaningful when it also is related to the students' background and experience. New knowledge is learned and retained best when it can be tied to existing knowledge so new content should be introduced through its relationship to an already understood concept. For example, a discussion of food cycles can begin with discussion of common foods and their sources within students' own homes and communities.

Learning that draws linkages between home, community and the classroom is an important way to make content meaningful to students. In this way, the teacher is able to utilize the "funds of knowledge" (Moll et al., 1990) that each student brings to the classroom. An active learning instructional approach ultimately seeks to develop in students a view of themselves as learners in all aspects of their lives, not only in the classroom. Students should see opportunities and resources for learning outside of the classroom as well. Wherever possible the resources of the home and community should be used. For example, when a class is learning about structure, a parent who is a carpenter can be called upon to explain how the use of different materials, taking into account function, strength, flexibility, etc.).

- ***Use thematic integration of content across subject areas***

Learning is also made more meaningful by becoming contextualized within a broader topic. Mathematics, social studies, and science can all become interrelated through their common reference to the same theme or topic of interest. In this way different perspectives on the topic are developed through linkages across different types of learning activities.

- ***Build in-depth investigation of content***

Instruction for students will become more challenging when there is in-depth examination of fewer topics compared to more limited coverage of a broad range of topics. A larger more comprehensive exploration of content or a specific content promotes understanding and retention of what has been learned. Also, the use of an integrated, thematic curriculum in which the same topic is addressed in activities across different subject areas, is one way in which a topic area can be more fully explored.

- ***Design activities that promote higher order thinking skills***

Classroom tasks should challenge students by requiring them to develop and utilize higher order skills. Higher order thinking activities require students to use what they know to generate new information, e.g., to solve problems, to integrate information, to draw comparisons and contrasts. Higher order skills are utilized, for example, when ELL students, and other students, in a class are asked review a folktale from one country that they have just read, to identify another folktale from their own background which they think makes a similar point, explaining what they think are the similarities. This is in contrast to lower order thinking skills such as rote repetition of responses, or memorization of facts.

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Provide support for understanding

Students need to be given opportunities to take responsibility for their own learning, to seek out information and formulate answers, as in an active learning instructional model. However, essential to this process is the support provided by the teacher. As a partner in students' investigations of new content, the teacher should:

- ***Guide and facilitate students' efforts***

The teacher's input as a facilitator and guide to students should be carried out in a variety of ways, such as the following:

- ☐ Ask open-ended questions that invite comparison and contrast, prompt students to integrate what they have observed, draw conclusions or state hypotheses;
- ☐ Assist students in identifying needed resources, including setting up linkages with resources in the local community, e.g., local experts who could visit, field trips to organizations, etc.;
- ☐ Structure learning activities that require students to work cooperatively and model the different group member roles;
- ☐ Encourage students to discuss concepts they are learning, to share their thoughts and to express further questions that they would like to tackle;
- ☐ Establish long-term dialogues with students about the work they are doing, either in regular teacher/student conferences or dialogue journals;
- ☐ Set up opportunities for students in the class to demonstrate or exhibit their work to other classes in the school, as a means of prompting further dialogue outside of the classroom.

- ***Monitor and adapt speech to ELL students***

In using English with ELL students, the teacher should also listen carefully to his or her own language use and try to adopt it to meet the student's level of understanding of English. For example, the following can help a student to more easily understand what is being said:

- ☐ Restate complex sentences as a sequence of simple sentences;
- ☐ Avoid or explain use of idiomatic expressions;
- ☐ Restate at a slower rate when needed, but make sure that the pace is not so slow that normal intonation and stress patterns become distorted;

☐ Pause more often to allow students to process what they have heard;

☐ Provide specific explanation of key words, special or technical vocabulary, using examples and nonlinguistic props whenever possible. Provide this explanation in everyday language.

☐ Provide explanation for indirect uses of language (i.e., indirect management strategies, may need to be explained; for example, "I like the way Mary is sitting" may be understood as a simple statement by an ELL student rather than as an admonition for better behavior).

- ***Provide additional support for understanding of English***

ELL students will need additional support to assist them in understanding the instruction provided in English. This support will be helpful, however, to all students in the class. The teacher should provide nonlinguistic examples that help to explain or clarify the content that is presented. Some suggestions are:

☐ Bring in objects, photographs, or other materials as examples;

☐ Use visual organizers and graphics to organize, illustrate, and point out key points;

☐ Use demonstrations or role play to illustrate a concept;

☐ Provide notes, perhaps an outline of the lesson, to students for their later review of what was presented;

☐ Allow time for students to discuss what was learned and to generate questions in areas that require clarification. Have other students try to answer the questions that come up too.

It will be important for the teacher to monitor students' work closely to be able to provide assistance when needed. Do not rely exclusively on oral responses or spoken language when assessing how well ELL students have learned specific content. Other means of assessment should be used, for example, written work, demonstration, or development of a special project.

- ***Work with peers***

Students can be supported also through working with peers. Work with peers should mean work with a variety of other students, both ELL and English speakers, in different types of activities. For some activities, the peers should be English proficient peers with whom the student works in a cooperative group effort, ideally with much hands-on involvement. This opportunity to work with proficient English speakers can be motivating to the ELL student, while providing meaningful, goal-directed opportunities for use of English. ELL students will also benefit from one-on-one work with an English proficient student, especially one who has shown an interest or special ability to work in tandem with students who are not fully proficient in English.

Also, work with a native language peer, when present, can be of help to the student. For example, two ELL students from the same language group can work together in their native language to complete a project, and then plan together how to present the same work in English to other students.

Use of a peer "buddy" who is from the same native language group but who has greater proficiency in English can also provide assistance, for example, in offering a native language explanation when the student can't understand the English instruction. Or, an older student (perhaps high school or college student) who is now proficient in English could serve as a tutor at regular intervals.

- ***Use of native language***

Use of the native language is helpful to the ELL student in learning content area material. If the teacher or the aide in the classroom speaks the native language of the ELL student, then the student's language can be used to further explain or expand upon what is being presented. If students are literate in their native language, then where available, it is helpful to provide materials written in the native language of the ELL students that deal with topics related to those being discussed in class.

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Utilize cultural diversity

ELL students bring to the classroom first hand knowledge of the customs, daily lives, thoughts and feelings of those in other countries. Through sharing these resources, all students can gain.

- ***Make sharing mutual***

When students from other cultures offer information on their country's customs, other English proficient students should describe American customs or, perhaps, research and report on customs of countries from which their families originated. Also, the sharing of cultures should be placed in a context, related to other themes. In this way, there is a rationale and value placed on the sharing of cultures beyond differences alone and students will feel more as contributors and less as being "put on the spot". A teacher should be aware, however, that for some students being pointed out as an individual is very uncomfortable.

- ***Integrate diversity into content***

Ideally, sharing should evolve out of and enrich instructional content, and recognition of cultural diversity should be an ongoing theme, rather than a one-week "special" theme. Different holidays and festivals should be noted, not necessarily only those that are of the cultures represented in the class. A unit on folktales in language arts class can draw on many different sources, and by doing so encourage students to talk about, act out, or illustrate those with which they are most familiar. A social studies unit on patterns of politeness can include discussion of differences between situations within a culture (e.g., what is OK to say in talking with a fellow student versus talking with a principal or teacher) and differences between cultures. Looking at and talking about these kinds of patterns can help all in the class understand more about behaviors they might observe in others, as well as develop greater awareness about their own cultures. No teacher can become an encyclopedia of practices, expectations, beliefs of multiple cultures. However, the teacher should develop an attitude of interest and learning about cultural differences.

Implementation: What Are My First Steps?

- ***You can't do this alone***

The attempt to restructure activities in your classroom and to deal with new forms of diversity is a challenging one. It is not one that a teacher needs to face alone. In fact, much recent research has been focused on the value of teachers sharing their experiences and combining their professional expertise. Teachers can offer important support to each other by serving as sounding boards for successes and failures, as additional sources of suggestions for resolving problem situations, and as resources to each other in sharing ideas, materials, and successful practices. Also, the more teachers who work with the same students share information, the more consistent and effective their students' overall instructional experience will be.

Teachers should take steps to:

☐ Collaborate and confer with the ESL/Bilingual specialist in the school;

☐ Collaborate with other content area teachers who work with the same ELL students to share resources and ideas and to share information on the students' work in class;

☐ Share ideas and experiences with teachers who are interested in trying out more active instructional activities with their students, whether ELL or English proficient;

☐ Involve the principal. Let the principal know what you are doing, explain how you are implementing an active instructional model in your class, and explain the benefits for all students. Ask for support; some of this support should come in tangible ways, such as assistance in scheduling joint planning periods for collaborating teachers.

- ***Build linkages with the home and the community***

Reach beyond the classroom to incorporate experiences that draw from students' homes and communities. Through linkages between their home, community and the classroom, students will come to see learning as integral to all parts of their lives. Bringing in community and parents also builds self-esteem for the students, and the support identified through these linkages can provide additional access to community resources. Through these the different skills and knowledge of community members can be identified and later utilized in the classroom.

Inform parents and community about what is happening in the classroom and in the school and invite them to visit to become aware of what students are doing.

- ***Build linkages with other classrooms and support within the school overall***

What happens in one classroom is often not enough. The same active learning model and the levels of expectation and involvement of the ELL student should pervade all classes. For this reason, ideally, change toward an active learning instructional model should occur within a school rather than within a single classroom. Gaining a principal's support for an active instructional model is key to this. Even if it is only one teacher or two teachers working together to bring change into their classrooms, the principal's support and recognition of this effort will be important.

- ***You can't do it all at once***

If you are interested in moving toward an active learning instructional model, starting small is okay. Begin by becoming more familiar with your students. Perhaps set up a regular time with each for discussion. Learn about models for cooperative group work and plan to try cooperative work for one specific type of activity on a regular basis.

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Warren, B. and Rosebery, A. (1990) *Cheche Konnen: Collaborative scientific inquiry in language minority classrooms.* Technical Report from the Innovative Approaches Research Project. Arlington, VA: Development Associates, Inc.

Resources for further information and publications:

National Center for Research on Cultural Diversity and Second Language Learning
University of California, Santa Cruz, CA
Center for Applied Linguistics, Washington, DC
Phone: 408/459-3500(CA) or 202/429-9292(DC)

National Clearinghouse for Bilingual Education (NCBE)
Washington, DC
Phone: 1-800/321-6223 or 202/467-0867

Also, for assistance with specific questions and for further information about working with LEP students, contact your regional *Multifunctional Resource Center* (see list on back).

Multifunctional Resource Centers

Service Area 1: ME, NH, VT, MA, CT, RI
Brown University
Telephone: (401) 274-9548

Service Area 2: NY
Hunter College
Telephone: (212) 772-4764

Service Area 3: PA, OH, WV, VA, KY, NJ, DE, MD, DC
COMSIS Corporation
Telephone: (301) 588-0800

Service Area 4: AL, AR, GA, LA, MS, NC, OK, SC, TE
University of Oklahoma
Telephone: (405) 325-1731

Service Area 5: FL, PR, VI
Florida Atlantic University
Telephone: (305) 351-4110

Service Area 6: IA, MI, MN, ND, SD, WI
Wisconsin Center for Education Research
Telephone: (608) 263-4216

Service Area 7: IL, IN, KA, MO, NE
InterAmerica Research Associates
Telephone: (708) 296-6070

Service Area 8: Northern Texas
South West Educational Development Laboratory
Telephone: (512) 476-0861

Service Area 9: Southern Texas
Intercultural Development Research (IDRA)
Telephone: (512) 684-8180

Service Area 10: AZ, CO, NV, NM, UT
Arizona State University
Telephone: (602) 965-5688

Service Area 11: ID, MT, OR, WA, WY
Interface Network, Inc.
Telephone: (503) 644-5741

Service Area 12: Northern California
ARC Associates, Inc.
Telephone: (415) 834-9455

Service Area 13; Los Angeles Service Area
San Diego State University
Telephone: (619) 594-5193

Service Area 14: Southern California
California State Polytechnic University
Telephone: (714) 869-2261

Service Area 15: American Samoa, CNMI, Guam, HI, Palau
ARC Associates, Inc.
Telephone: (808) 536-4494

Service Area 16: AK
Interface Network, Inc.
Telephone: (907) 563-7787

II. Summary:

Panel Meeting on the Nature and Structure of a Manual for Teachers

Task Order D040

A Written Focus Group Approach to Active-Learning Inservice Training Models for LEP Students

Summary:

Panel Meeting on the Nature and Structure of a Manual for Teachers

On October 26, 1993 a panel of three members was convened together with the writer initially selected for the manual, plus Special Issues Analysis Center staff. The focus of the three-hour discussion was on the development of a relevant and appealing instrument for dissemination that would be directed toward teachers of LEP students. The basis for the content of the manual was the Task Order D020 Focus Group Report on Active Learning Instructional Models for LEP Students as well as other resources identified by OBEMLA. The additional resources were focused on active learning instructional approaches and definition of authentic instruction.

The panel participants were:

Laurie Baker, Principal
Tuckahoe Elementary School
Arlington, VA

Robert J. McNeely
Teacher
John Eaton Elementary School
D.C. Public Schools

Leslie Greenblatt
Instructional Specialist
Prince Georges County Public Schools

Dr. Lynn Malarz
Curriculum Specialist/Writer
Association for Supervision and Curriculum Development
Alexandria, VA

I. Summary of the Panel Discussion

The following sections summarize outcomes of the panel discussion regarding the manual:

Nature of the manual

It was recommended that the manual should be visually appealing to teachers; it should attract their attention and entice them to pick it up and look through it. It should have some specific suggestions inside, and and should be informative, so that teachers can see it as a tool that they can use.

Target Audience

The initial focus of K-12 teachers, both specialist and mainstream teachers, was considered to be too broad. They agreed that the target audience should be mainstream teachers who have LEP students in their classes. The panel recommended keeping the manual focused on elementary and middle school levels. The panel members cautioned against trying to include secondary teachers as part of the focus, as this would be expected to dilute the message of the manual. Secondary teachers were expected to need different types of suggestions and were expected be interested by a very different types of manual. It was suggested that a manual for secondary teachers be a followup to the current manual.

Content of the Manual

The panel members had been provided with the focus group report and with reading on active instructional models and authentic learning. Based on these resources and drawing from their own experience, the panel recommended the following as points to be included in the manual:

- State that LEP students need to develop higher-order thinking skills, and to be presented with challenging material;
- Emphasize the importance of providing opportunities to use language in the classroom;
- Discuss the use of cooperative learning groups as an important tool for involving LEP students;
- Emphasize active learning and the importance of including LEP students within participatory models for instruction;
- Provide basic information about language acquisition to counter "myths and misconceptions" about language acquisition by children;
- Discuss the importance of including culturally relevant material/information in instructional activities;
- Provide information about the ways in which cultural differences can affect the interaction between student and teacher and can affect the student's participation in the classroom;
- Discuss the need for LEP students to understand the basic procedures and rules for the classroom, the need to make classroom life predictable;

- Offer specific strategies for providing additional clarification and explanation to students through e.g., use of visuals, demonstrations, hands-on activities, etc.
- Mention the importance of gaining school-wide support for an active instructional approach;
- Indicate the need to familiarize the principal with an active learning instructional model to get his/her support;
- Point out the importance of and need for teacher collaboration; and,
- Emphasize the importance of involving parents and community.

Effective presentation

There was concern that the manual be one that is physically attractive to teachers, and that leads them to pick it up and leaf through it. With this in mind, the panel emphasized the need to have a format and layout that was attractive. They felt very strongly that photographs rather than illustrations should be used, since photographs are much more powerful as messengers and also because they are more effective in leading a teacher/reader to pick up a manual. It was also suggested that there be at least a one-color graphics organizer or simple feature that would help. The panel's specific format suggestions are listed below in the next section.

II. Panel Recommendations for the Format of the Teacher's Manual

A. Title

The manual should be titled so that it catches the teachers' attention. In addition, the title should make reference to the fact that the manual is aimed at elementary and middle school teachers.

B. Size

The manual should be formatted as about 16 pages in length, as a booklet, 8-1/2" by 11" in size. The booklet should be punched with 3 holes so that it can fit into a 3-ring binder.

C. Photos

The manual should include many photos of classrooms with children of various ethnic and racial backgrounds. The cover should be a large photograph, in order to draw the teacher in. Photographs should be used throughout; illustrations are not nearly as effective or powerful as photographs.

D. Layout

Each page should have at least one photo on it, framed in a color box, with perhaps a brief description of the photo included in another colored box. In addition, a colored bar should separate the text from helpful hints, definitions or references on the side of the page. The photos coudl overlap with the colored bar, however. The text should not appear in columns.

One effective option would be to have each page begin with a heading, perhaps in the form of a question, with the text being the answer to that question. The entire structure should be consistent for easy reading.

E. Color

The manual should be printed with at least one color, in addition to black and white.

F. Dissemination

The manual should be xeroxable, for easier dissemination. SIAC should collaborate with such organizations as NCBE, ASCD, NABE, and TESOL on the dissemination process. These organizations should advertise the manual in their newsletters. In addition, copies of the manual should be given to these organizations for distribution.

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SPECIAL ISSUES ANALYSIS CENTER

Characteristics of Secondary-School-Age Language Minority and Limited English Proficient Youth

FINAL ANALYTIC REPORT

(Contract No. T292001001)

Submitted to:

Office of Bilingual Education and
Minority Languages Affairs
U.S. Department of Education

Prepared by:

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CHARACTERISTICS OF SECONDARY SCHOOL AGE LANGUAGE MINORITY AND LIMITED ENGLISH PROFICIENT YOUTH

Task Order Introduction

This task order involves aggregating and summarizing demographic characteristics and, where sample size allows, analyzing key research issues associated with eighth and tenth grade students and dropouts identifiable as language minority (LM) and limited English-proficient (LEP) in the National Educational Longitudinal Study of 1988 (NELS:88). This work was carried out as part of the Special Issues Analysis Center under contract to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education.

Analysis carried out for this task order encompasses all sample students and dropouts with data in either the base year (BY) or first follow-up (FU1) surveys. It does not include any students who were excluded from the base year data collection and subsequently re-sampled for the first follow-up because those data are not yet available from the NELS:88 contractor and the National Center for Education Statistics (NCES), the sponsoring agency. In addition to data obtained directly from the students and dropouts, the task order also analyzes data from the young people's parents and teachers.

This task order is seen as the first of a series of NELS:88 analyses focused on secondary-age LM/LEP youth. This task order's primary purpose is to develop operational definitions of language minority status and limited English proficiency status and describe the characteristics of young people who do or do not qualify under the definitions. Improving our definitions and understanding of the characteristics of LM/LEP youth should provide for clearer and more interpretable findings in subsequent analyses of NELS:88 data and ultimately should lead to more useful implications for educators, researchers, and policy makers. More specifically, this task order designed to address significant analytical and policy questions:

- What variables in the BY and FU1 collections, contained in the teacher, school, parent, or school questionnaires (including dropout, test achievement, and student transcript files), contribute to identifying all cases of LM and LEP students?
- What is the extent of missing variable data for LM and LEP students (i.e., what is the quality of LM/LEP data)? How does this compare with the quality of data for the general student sample?
- What discrepancies, if any, exist between self-identification by LM/LEP students compared to other sources in the BY and FU1 files?
- What information is available on LM/LEP drop-outs? How were "drop-backs" picked up by NELS? How do the figures on LM/LEP drop-outs compare with the general figures? How do the features of "at-risk" students compare with the features of LEP students?

- What information is available on the extent and years of formal education of recent arrivals? How many, and what achievement levels, are exhibited by LM/LEP recent arrivals compared to other LM/LEP and mainstream students? What are other distinguishing characteristics of LM/LEP recent arrivals?

- What is the nature and scope of academic course loads of LM/LEP eighth and tenth grade students? Particularly, what is the breakdown of LM/LEP student enrollment in remedial, basic, and advanced science, math, and language arts courses?

- What is the number of transcripted, "excluded" BY LM/LEP students? What types of information are in the transcripts? By what procedures and/or equipment is this information available for further analysis? (It should be noted that these transcript data have not yet been made available from NCES.)

- What is the extent and impact of LM/LEP participation in school-based compensatory services?

This report details responses to the first three study questions and lays the foundation for addressing the others in subsequent work. Chapter I is focused on issues related to defining LM/LEP youth. Within Chapter I, the first section discusses alternative LM definitions and the second section presents several alternative LEP definitions. Appendix A presents a more detailed discussion of the analyses supporting the definitions that were decided upon for this study. Chapter II describes the characteristics of LM/LEP youth. The chapter's first section's focus is on the demographic characteristics of young people who meet our definitional requirements in comparison to those who do not. The second section of Chapter II describes academic achievement of LM/LEP secondary students. The balance of this introduction provides information about the objectives, samples, and data collection activities of NELS:88.

About NELS:88

The National Longitudinal Study of 1988 is being implemented to follow young people who were in the eighth grade during the 1987-88 school year through their teenage years and into young adulthood. Base year data collection (during 1987-88) involved in-school students and their parents, administrators of the schools in which they were enrolled, and two of their eighth grade teachers. The first follow-up, which took place during 1989-90 (when most of the original sample were in the tenth grade), involved students, teachers, and schools.

More specifically, the base year (BY) student sample encompassed in-school youth only and included 26,432 students, from whom 24,599 usable questionnaires and 23,701 completed eighth grade tests were received. Teacher ratings were collected from at least one of the two teachers sampled for each student for 23,188 of the eighth graders, and parent questionnaires were completed for 22,651 of them.

The NELS first followup (FU1) youth sample included three components: a longitudinal cohort of eighth-grade students who were sampled at base year, a freshening sample of students who were tenth graders in 1990 but who not eighth graders during the base-year, and a sample of students who were deemed as ineligible for the base-year survey. Only the first two sampling components are included in this analysis because data from the ineligible sample is not yet available. The BY sample consisted of 24,599 students, of whom 18,394 were retained in the FU1 sample and 6,205 were excluded. The FU1 sample included the respondents from the BY and 2,313 new students added because of the sample freshening process and the inclusion of BY non-respondents, making up a total of 20,706 students. Among those students sampled for FU1, only 19,264 students actually participated. The participants consisted of 17,424 students from the BY sample (the longitudinal cohort), and 1,840 new students. There are two forms of questionnaires for the FU1 youth in the longitudinal sample: the FU1 student questionnaire and the dropout questionnaire for students who had been out of school for four or more consecutive weeks at the time of the survey. New students in the survey were also given the FU1 new student supplement which collects information similar to the BY student questionnaire.

A third follow-up survey during 1993-94 collects data only from students and out-of-school youth, not from parents or school personnel. Each of the first three survey waves (i.e., base year and the initial two follow-up surveys) includes nationally representative longitudinal samples as well as representative cross-sectional samples of eighth, tenth, and twelfth grade students, respectively. Table 1 provides a summary of the NELS:88 data collection activities and samples.

In addition to the basic national samples, NELS:88 includes several augmentations to provide more detailed information about "rare" subgroups than can normally be developed from survey data simply because the resulting sample sizes for those subgroups are almost always too small. In particular, OBEMLA provided funds to NCES for a supplementary sample of approximately 2,200 eighth graders who were potentially LM/LEP, which involved oversampling students in the sampled schools who had Asian/Pacific Islander or Hispanic surnames.

Even though NELS:88 attempted through its sample augmentation to include relatively large numbers of students who were probably LM/LEP, the reality was that many of those eighth graders most likely to be the least proficient in English did not participate. Principals in the sampled schools were permitted some discretion in excluding students who could not complete the questionnaire or achievement tests because of disabilities or low levels of English proficiency. As a result, from about one-third to one-half of the expected LM/LEP students were designated as ineligible for base year data collection and were excluded from the sample. Although this means that some of the potential value of the data base is lost, it is still the case that without the augmentation, the data base would have virtually no utility for studying LM/LEP students. The biggest problem caused by the exclusion is probably not the loss of sample size, moreover, but the absence of the characteristics of those who were excluded. We believe that it is reasonable to assume that principals generally excluded those students who were the least proficient among those with low English proficiency; thus, the exclusions do not strike randomly, but instead cut disproportionally into one of the subgroups of special interest. Efforts are being made by NCES and its contractor in subsequent data collections to obtain some information about a sample of these excluded students (in the forms of a "base year ineligibles" survey subsample and student transcripts), and those data will be available upon the release of second follow-up data files. In addition to augmenting the sample to obtain sufficient LM/LEP young people for analysis, NCES also included groups of questions in all questionnaires about the students' English language background and proficiency and related school programming. These items, for the base year and first follow-up data collections, are included in Appendix B along with figures that illustrate the flow of English language background and proficiency items in the base year student, first follow-up student, and dropout surveys.

Table 1
NELS:88 Data Collection and Samples[*]

Respondent Groups	Base Year (1987-88)	First Follow-up (1989-90)	Second Follow-up (1991-92)	Third Follow-up (1993-94)[**]
In-School Youth	Student Q'aire (24,599) Eighth Grade Tests: Reading, Math, Science, History/Government (23,701)	Student Q'aire (18,221) Tenth Grade Tests: Reading, Math, Science, History/Government/ Geography (17,352) New Student Supplement (1,060)	Student Q'aire (NA) Twelfth Grade Tests: Reading, Math, Science, History/Government/ Geography (NA) New Student S'ment (NA) HS Transcripts (NA)	HS Graduate Q'aire (NA)
Out-of-School Youth (Dropouts)	NA	Dropout Q'aire (1,043) Tenth Grade Tests: Reading, Math, Science, History/Government/ Geography (522)	Dropout Q'aire (NA) Twelfth Grade Tests: Reading, Math, Science, History/Government/ Geography (NA) HS Transcripts (NA)	Dropout Q'aire (NA)
Base Year Ineligibles (Excluded Students)	NA	Student or Dropout Questionnaire (NA)	Student or Dropout Questionnaire (NA) HS Transcripts (NA)	NA
Parents	Parent Q'aire (22,651)	NA	Parent Q'aire (NA)	NA
Teachers	Students with Teacher Ratings (23,188) Teacher Sample (5,193)	Students with Teacher Ratings (NA) Teacher Sample (NA)	Students with Teacher Ratings (NA) Teacher Sample (NA)	NA
School Administrators	School Administrator Questionnaire (1,035)	School Administrator Questionnaire (1,291) School Effects Augmentation (NA)	Course Offerings and Enrollment (NA) School Effects Augmentation (NA)	NA

[*] A fourth follow-up is tentatively planned for 1995-96, but no information is provided in the documentation.
[**] Plans for 1993-94 data collection are not detailed in available documentation.

CHAPTER I
DEFINING LANGUAGE MINORITY/LIMITED ENGLISH PROFICIENT YOUTH

Introduction

Definitions are important because of the effects they can have. Seemingly insignificant changes in who is excluded from or included within a group can have substantial effects on where, when, how much, or even whether special services are provided to the group's members. For example, at the local level, whether particular students are defined within or outside a specific categorical group (such as LEP students) can directly affect the special, categorical services for which they are eligible. This has obvious implications for the students themselves, and it also has implications for local school and district administrators, school board members, county commissioners, state legislators, teacher college administrators, advocacy group members, text book publishers, and many others whose responsibilities require them to adapt to changes in the compositions of our nation's student body.

To illustrate, if a very inclusive definition of limited English proficiency is used (i.e., such that large numbers of young people qualify as LEP--e.g., any student reporting that a language other than English is sometimes used at home), the large size of the group itself legitimates group demands for extensive services, which may lead to wide-scale implementation of categorical programs, new hiring of specialized teachers, and other adaptations. Conversely, the sheer inclusivity of the definition may lead observers to arrive at very different perspectives on the "real" needs of the group for services: if one looks at the students pulled in at the margin where students are added by increasingly broad definitions, then the needs probably do not appear to be nearly as great as would be the case if one looked at the average member of the group or at its other extreme.

Responsible researchers using a variety of methods and approaches have provided widely diverse estimates of the numbers of LM/LEP students. For example: the OBEMLA-sponsored Special Issues Analysis Center's review of recent federally funded LEP-related studies reported estimates of the numbers of K-12 LEP students ranging from about 1.4 million to 2.6 million, with definitional differences a major source of the size estimate differences.[1] State education agency annual reports suggest that at least 2.4 million are defined as LEP within their states, with each state developing its estimates based on its own definitions and data collection methods.[2]

Another cautionary point is also relevant: simply seeming to be extreme does not make an estimate wrong, neither does appearing moderate make the estimate necessarily right. Extreme and moderate definitions and the estimates they generate are functions of decisions that are made in the course of research, and reasonable people can differ when they make those decisions. We have tended to decide within this research study on the side of exclusivity, i.e., we have generally chosen options which restrict the numbers of young people who are to be labeled LM/LEP. The main reason for this is related to the database; we are concerned about the large proportion of young people who were excluded from taking the tests and completing the questionnaire during the base year, and we believe that many of those who were excluded would have been unambiguously LM/LEP.[3] Because data on a representative sample of these excluded students will be available with the release of second follow-up data, we do not feel a need to stretch our definitions far into the ambiguous zone simply to obtain enough cases for analysis. At the same time, we want to be inclusive enough so that the results will also provide educators with practical insights about the experiences and characteristics of marginally LEP students.

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[1] Zehler, A., DiCerbo, P., Greniuk, C., Lathrop, L., Schwartz, A., Hopstock, P., Strang, W., and Heid, C. (1993). Literature review of federally funded studies related to LEP students. Washington, DC: OBEMLA, Special Issues Analysis Center; Arlington, VA: Development Associates, Inc.

[2] Henderson, A., Abbott, C., Strang, W. (1993). Summary of the bilingual education state educational agency program survey of states' limited English proficient persons and available educational services--1991-92. Washington, DC: OBEMLA, Special Issues Analysis Center; Arlington, VA: Development Associates, Inc.

The federal government provides educators and researchers only limited guidance in defining LM/LEP individuals. That guidance is found in the Bilingual Education Act (P.L. 100-297) and describes LM/LEP status as follows:

(A) individuals who were not born in the United States or whose native language is a language other than English;

(B) individuals who come from environments where a language other than English is dominant; and

(C) individuals who are American Indian and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

According to this description, LM/LEP candidates must meet two basic tests. First, they must either have a non-English native language (whether born in or outside the U.S.) or come from environments where a non-English language is dominant; second, their actual level of

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[3] The authors of the User's Manual for the NELS:88 First Follow-up (Ingels, S., Scott, L., Lindmark, J., Frankel, M., and Myers, S. 1992. Washington, DC: US Department of Education, Office of Educational Research and Improvement, NCES 92-030) reported that approximately 1.9 percent (roughly 490 students) of the base year sample had been excluded for language-related reasons, which is from one-third to one-half of the LEP students identified (depending on the definition used) in the current research. Incidentally, the NELS:88 contractor should not be singled out for not obtaining data directly from this set of "probable LEP" students; it is a common problem. For example, the National Assessment of Educational Progress (NAEP) reports that from two-to-three percent of its sample is excluded at the school level for language-related reasons (e.g., a little less than 3 percent (i.e., 732) of age 13/grade 8 students sampled in 1990 for NAEP were explicitly excluded as LEP, according to the codebook for that assessment).

English proficiency must have deleterious effects in the classroom or within society at large. The first test involves determining whether the potential candidates are language minority, and the second test looks at their limited English proficiency status. In parallel fashion, the balance of Chapter I of this report first presents information about alternative operational definitions of LM and then looks at LEP operationalizations.

Alternative LM Definitions

This section discusses several alternative definitions of LM status based on NELS:88 items. Because we assume that language minority status is largely unchangeable (although LEP status is), the discussion of LM definitions primarily involves base year data.[4] For each alternative, we consider its conceptual and analytical strengths and limitations. More detailed discussions about the alternatives are presented in Appendix A.

It is important to note that throughout Chapter I we present data in terms of unweighted counts of students; we believe the clarity of the definitions would be hampered by a presentation of the weighted estimates. The unweighted data presented in Chapter I are not directly proportional to the weighted estimates; generally, the weights for potential LM (or LEP) students are smaller than those for other students because of oversampling students with Asian-Pacific or Hispanic surnames. Further, the students were not generally selected with equal probability, so the weights can differ extensively across sample participants.

BYLM

The BYLM variable was included in the NELS:88 base year student data file and was designed to signify a student's classification as LM or non-LM.[5] Nonetheless, our review suggests BYLM is flawed and probably should not be used for even casual analyses unless the researcher has fully considered its limitations. BYLM is a composite variable that was constructed and coded as follows:

- If either of the two teachers sampled for each student answered "yes" to BYT1_11, or if student response to BYS22 indicated "a language other than English was usually spoken in the home" (values 2-13), the student was classified as Language Minority (BYLM=1).
- If both the student's response to BYS22 and his or her teachers' responses to BYT1_11 were missing, the value for BYLM was set to missing (BYLM=8).

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[4] The tenth grade supplement sample, which includes students who were not in the eighth grade for the base year survey, is the only analytical group of interest for whom base year data or items identical to those asked in the base year are not available. (Acceptable substitute items are available for the supplemental sample.)

[5] The item wording and unweighted frequency distributions for all NELS:88 items cited in this report are presented in Appendix B.

- Otherwise, BYLM was set to 0, i.e., the student was not LM.

Using this definition, in the base year student file there were 20,876 cases classified as non-LM, 3,715 as LM, and 8 cases were coded missing.[6]

We believe a fundamental problem with BYLM is that the classification of a student as LM can be based on a single positive response from either one of the two teachers or the student with no attempt to examine any discrepancies between the responses from these two sources. This broad inclusion criterion appears to result in some false positive LM identifications. We crosstabulated teachers' and students' responses for 3,715 base year cases identified as LM by BYLM. The responses of the student and both of his/her teachers agreed for only 677 cases of those cases. BYLM classified the remaining 3,038 students as LM when there was either a direct contradiction between the sources or when the response from one source was unknown.[7]

Definitions used in the Bradby study

A study by Bradby[8] on the language characteristics of Asians and Hispanics used two methods to define LM. This section discusses these methods, their differences from BYLM, and our perspectives on their strengths and inadequacies.

Bradby's first definition. In the first definitional method, students were termed LM or non-LM solely according to their own responses regarding whether or not a non-English language is spoken in their home. This definition is different from BYLM in two ways: (1) it relied on student data alone (while BYLM used responses from students and teachers); and (2) it used a broader criterion to define LM.

The items on the base year student questionnaire that pertain to language use at home are BYS21 and BYS22. BYS21 asks: Is any language other than English spoken in your home? Those who responded "yes" to BYS21 were asked to respond to item BYS22: What language do the people in your home USUALLY speak? Bradby's first LM definition was based on BYS21. Bradby identified 5,598 LM students, i.e., students self-reporting a non-English language is spoken at home. At the same time, taken in conjunction with BYS22, only 3,057 of those students indicated they lived in homes where a non-English language was usually spoken. In summary, Bradby's first definition of LM students included many who indicated that English was actually the usual language at home.

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[6] Our review of the components of BYLM also found 30 student cases with missing responses from students and their teachers that were classified as non-LM (rather than unknown) because of a programming flaw in BYLM. Our speculation is that when checking for missing teacher response, the program for BYLM looked for specific missing data codes (such as values of 6, 7, or 8) and ignored system-generated missing codes such as ".". Because of this error, any student cases with no corresponding teacher record (i.e., the "." teacher cases) were treated as if they had a "no" response; thus, BYLM should have identified 38 student cases as unknown, instead of only 8 cases.

[7] This "discrepancies" problem does not apply only to students classified as LM. Of the 20,876 cases labelled as non-LM in the base year sample by BYLM, 19,281 were agreed upon by both sources, but 1,565 cases were classified on the basis of a single data source with the other source's response unknown.

[8] Bradby, D., "Language Characteristics and Academic Achievement: A look at Asian and Hispanic Eighth Graders in NELS:88" National Center for Education Statistics, Statistical Analysis Report, February 1992.

Bradby's second definition. Bradby's second definition was a composite that used both the student self-report of home language (BYS21) and the teachers' LM ratings (BYT1_11) to define the following three categories of LM:

> *Recognized LM*: At least one teacher identified the student as LM and the student also indicated that a non-English language was spoken at home.
>
> *Recognized Non-LM*: Neither teacher defined the student as LM and the student indicated that only English was spoken at home.
>
> *Non-recognized LM*: (a) Neither teacher identified the student as LM but the student indicated that a non-English language was spoken at home, or (b) at least one teacher defined the student as LM but the student indicated otherwise.

The distinction between "*recognized*" and "*non-recognized*" is an effort to address discrepant responses from students and teachers and, therefore, is an analytical improvement over BYLM. One major flaw of this classification is that the definition of LM for students is different from that for teachers. Teachers in the base year were asked to evaluate students as LM or non-LM on the basis of the following definition provided on the teacher questionnaire:

> Language Minority: A student in whose home a non-English language is typically spoken. Such students may include those whose English is fluent enough to benefit from instruction in academic subjects offered in English as well as students whose English proficiency is limited.[9]

This definition provided to teachers is more accurately reflected by BYS22, which identifies students in whose home a non-English language is usually spoken, than by BYS21, which simply asks students whether a non-English language is ever spoken at all. (Furthermore, and probably more importantly, it is not at all clear that teachers would actually know in most cases whether a non-English language was typically--or ever--spoken in a student's home.)

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[9] In the first followup, teachers were provided a very misleading LM definition ("A language minority student is a fully English proficient student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English").

Alternative Methods to Define LM Using Items from the Base-year Surveys

In view of the problems with BYLM and Bradby's two definitions of LM, this section explores several alternative methods of LM classification. The first two alternatives are based on student self reports; others include responses from students, parents, and teachers.

Define language minority status according to student's self-report. BYS21 and BYS22, the two items from the base year student survey that pertain most directly to language use at home, can be combined to create a new variable LANGHOME--language-at-home. We label the classes of LANGHOME as follows:

Class 1: Non-LM or English Only (BYS21=2)
Class 2: Weakly LM or Usually English (BYS21=1 and BYS22=1)
Class 3: LM or Usually non-English language (BYS21=1 and BYS22=2-13)
Class 4: Potentially LM or Usual language unknown (BYS21=1 and BYS22=96,97,98)
Class 5: Unknown or Home language unknown (BYS21=6,7,8 and BYS22=96,97,98)

Class 2 of LANGHOME is labelled "weakly LM" because the usual language at home is English so the home is primarily non-LM, but there is some indication of LM status of the home. Class 4 is labelled "potentially LM" because a large proportion of these young people are expected to be LM because of their response patterns on other items. For example, among the students who responded "yes" to BYS21, approximately 60 percent also indicated that the usual language at home is non-English and were, accordingly, placed in Class 3. It is reasonable to infer from this the presence of a similar proportion of "usually non-English at home" students among the students who answered BYS21 with "yes" but who did not answer BYS22. Indeed, assuming that LM students are prone to item non-response because of their potential LEP status, it is very likely that many if not most of the students in Class 4 are LM.

The frequencies for LANGHOME are presented in Table 2, which shows the BYS21 and BYS22 responses, and the number of students in each category.[10] There are several merits of this definition. First, the source of data used for classification (i.e., the students themselves) is unambiguous, therefore analysts who use this classification can make relatively clear interpretations of the results. Second, the detailed categories in LANGHOME offer flexibility in defining LM status. For example, according to Bradby's first definition, Class 1 of LANGHOME would be non-LM; Classes 2, 3 and 4 would be LM; and Class 5 would be unknown. Similarly, according to the strategy used to develop BYLM: Classes 1 and 2 would be non-LM; Class 3, LM; and Classes 4 and 5 would be unknown.

---

[10] There are 15 students who answered BYS22 but did not answer BYS21. These students' response to BYS21 were considered "yes" in this recode because only students who answered "yes" to BYS21 were asked to respond to the subsequent question BYS22.

Table 2
Defining LANGHOME--Language-at-Home--through BYS21 and BYS22

LANGHOME Categories	BYS21: Other language used at home?	BYS22: Language usually used at home?	Frequency
1. Non-LM/English only	No	NA	18,944
2. Weakly LM/Usually English	Yes	English	2,335
3. LM/Usually Non-English	Yes	Non-English	3,057
4. Potentially LM/Usual language unknown	Yes	Unknown	221
5. Unknown/Unknown home language	Unknown	Unknown	42
Total			24,599

Define language minority status in terms of non-English first language. Item BYS17 asked "Before you started going to school, did you speak any language other than English?" Those students who answered "yes" to this item were asked BYS18, "What was the first language you learned to speak when you were a child?" These two items can be combined as follows to create a variable, LANGBEF, language before school:

Spoke English only before school (BYS17=2),
Spoke other language but spoke English first (BYS17=1 and BYS18=1),
Spoke non-English language first (BYS17=1 and BYS18=2 through 13),
Unknown first language (BYS17=1 and BYS18=96,97,98), and
Unknown language before school (BYS17=6,7,8 and BYS18=96,97,98).

LANGBEF has the advantages of being based solely on student reports and of separating out students who learned English first from those who added it as a second language. This definition also reflects that portion of the Bilingual Education Act definition that stresses a non-English native language. However, these items call for young people to recall pre-school experiences, and 367 cases are unclassifiable with this variable. Table 3, the frequency of LANGBEF, shows 2,973 students spoke a non-English first language before school and would definitely be labeled LM under this definition.

Define language minority status according to student, teacher, and parent reports. The base-year survey collected data on each student's use of language from students, teachers, and parents. Since LM can be defined in terms of the language used in a student's home, the parents' responses would seem to be a priori a valid indicator of LM status. Our attempts to include parent data in LM operationalizations, however, found them to be of limited utility for classifying students because of high levels of missing data (mostly survey non-response) and a

Table 3
LANGBEF: Students' Language Before School, based on BYS17 and BYS18

LANGBEF	Frequency
English Only	20,450
English First, Not Only	809
Non-English First	2,973
First Language Unknown	221
Unknown	146

notable lack of agreement between parent and student ratings. There is no easy solution on how to handle cases for whom one or more sources of data is missing. Careful handling of cases with missing data is especially important because it is possible that LM students and their parents may be more prone than non-LMs to not respond to all items and/or have difficulties following skips in the instrument.

We also attempted to use data from all of the three data sources--students, teachers, and parents. Using this student-teacher-parent classification approach, and with non-LM="NLM," the class NLM-NLM-NLM (n=16,942 students) can be labeled as "self-reported non-LM students, recognized by teachers as non-LM, and confirmed by their parents that only English was spoken at home." The "opposite" pure class, LM-LM-LM (n = 573 students), is "students self-reported as LM, recognized by teachers as LM, and confirmed by parents that a non-English language was spoken at home." The labeling of the 7,084 remaining base year student cases, however, requires inherently arbitrary decisions. Because of that high rate of ambiguity, we believe relying upon the students themselves is preferable to using composite variables based on multiple sources.

Summary of LM Definitions

Seven alternative LM definitions were described above; these are listed along with their predominant characteristics in Table 4. In general, our analyses suggest that the two best candidates for subsequent use are LANGHOME and LANGBEF for the reasons described in this section.

Several of the definitions (BYLM, Bradby 2, "combination") have what we feel is a crucial flaw; that is, they are based at least in part on ratings by teachers although it does not seem reasonable that many teachers would be able to provide an accurate description of the home

Table 4
Summary of Base Year LM Operational Definitions

Variable	Operational LM Definition	Advantages	Disadvantages
BYLM	BYS21 = Yes or Either BYT1_11 = Yes	Easily used	■Based on teachers' knowledge of students' home ■Disagreement between the two teachers ■Disagreement between teachers and students ■Student response based on any other language use ■Programming errors
Bradby 1	BYS21 = Yes	■Analytically clean ■Broadly inclusive	■Probably too inclusive in relation to Title VII ■Does not distinguish between casual and typical usage of other language
Bradby 2	A combination of the following conditions: BYS21 = Yes Either BYT1_11 = Yes	■Addresses discrepant responses between teachers and students ■Broadly inclusive	■Based on teachers' knowledge of students' home ■Disagreement between the two teachers ■Student response based on any other language use ■Programming errors ■Probably too inclusive in relation to Title VII ■Does not distinguish between casual and typical usage of other language
LANGHOME	BYS21 = Yes and BYS22 = other than English	■Analytically clean and flexible ■Few missing cases ■Reflects Title VII criteria ■Avoids conflicts with teacher or parent responses	■Assumes accurate reporting by students ■Possibly too exclusive in relying on usual language at home
BYP22A	BYP22A = Yes	■Conceptually most appropriate respondent ■Analytically clean ■Reflects Title VII criteria ■Avoids conflicts with teacher or student responses	■Very high rates of survey non-response ■Does not distinguish between casual and typical usage of other language
LANGBEF	BYS17 = Yes and BYS18 = other than English	■Analytically clean ■Few missing cases ■Reflects Title VII criteria ■Avoids conflicts with teacher or parent responses	■Assumes accurate recall and reporting by students ■Possibly too exclusive because it assumes non-English first language has an effect but non-English second language learned before school does not
"Combination"	Combinations of three respondents: LANGHOME=3 BYT1_11=LM or UNK BYP22A=Yes	■Flexible analytical categories ■Incorporates data from all sources	■Includes all disadvantages associated with LANGHOME, BYLM/Bradby 2, and BYP22A ■Very difficult to label categories where sources disagree

language patterns of most of their students. This criticism seems to be borne out by the large proportion of inconsistent responses between the teachers and the students and between the teachers themselves. Although teacher-based LM definitions can be criticized because of no reasonable expectation for knowledge of their students' home situations, the same cannot be claimed of parents. Nonetheless the two parent-based definitions (BYP22A and "combination") do exhibit what appear to be large disagreements with their children; while we are inclined to take the parents' judgment over their eighth graders' views, the large amount of missing parent data due to non-response is a larger problem that cannot be easily overcome.

Bradby 1, LANGHOME, and LANGBEF are based solely on student reports. While this is analytically simpler, relying on student reports places a high reliance on accurate reporting by eighth graders. LANGBEF, by asking about behaviors nearly a decade earlier, presumes particularly high levels of accuracy. In addition, Bradby 1 is based on an ambiguous student item (BYS21) that asks about any non-English language use at home; the item appears likely to be over-inclusive in defining language minority students.

LANGHOME and LANGBEF, although they rely exclusively on student reports, have the benefits of relatively small amounts of missing data, analytical simplicity, and compatibility with the Bilingual Education Act's criteria. LANGHOME addresses the extent of current non-English language usage in the home, which is a reasonable proxy for "environments where a language other than English is dominant," and LANGBEF serves as an indicator for young people "whose native language is other than English."

We believe a definition of LM based on LANGHOME and LANGBEF not only reflects the Bilingual Education Act definition, but it also provides a great deal of analytical flexibility. In particular, the analyst can decide whether to include one or more of the values of LANGHOME and LANGBEF depending on the desire for an exclusive or an inclusive definition. Table 5 summarizes two alternative operational definitions of LM based on LANGHOME and LANGBEF that are to be used in this balance of this research; the first is a fairly inclusive definition, the second is a fairly exclusive one. The only adaptation needed for this definition applies it to the FU1 supplementary sample of tenth graders who were not in the eighth grade at the time of the base year survey. The items needed to construct LANGHOME were not asked of those students, so LANGBEF is used by itself for this sample.

Table 5
Two Alternative LM Definitions

Conceptual Definition	LM Operational Definition	Unweighted BY Frequency	Weighted BY Frequency*
Inclusive definition: Respondent reports another language is spoken at home or respondent learned another language before school.	LANGHOME=2,3,4 or LANGBEF=2,3,4	6,232	608,911
Exclusive definition: Respondent reports usually non-English is used at home or respondent learned a non-English language first before school	LANGHOME=3 or LANGBEF=3	3,927	371,460

* Weighted by base year questionnaire weight.

Alternative LEP Definitions

LM status may be relatively fixed for an individual's life, but levels of English proficiency are not. As a result, operational definitions of LEP status for NELS:88 have to be sensitive to the changes that can occur between surveys. As a practical matter, this means that potential definitions are subject to the test of whether or not they can be implemented using the data collected at each survey point in addition to being conceptually and analytically clear. This section, therefore, includes discussions of first followup and base year items and data.

BYLEP

BYLEP is included in the NELS:88 base year data file as a readily available composite for analysts. The problems with this variable resemble those of BYLM and include a tendency for item coding to generate false-positive LEP identifications. As a result, we do not recommend that this variable be used by analysts unless they are fully aware of its shortcomings.

BYLEP identifies LEP students on the basis of a positive response from either the student or one of his/her two teachers, with no attempt to reconcile differences in the responses among the sources. The student's self evaluation is based on the items BYS27A-D, which asked students to rate their own abilities to understand, speak, read, and write (respectively) English by selecting one of four choices: very well, pretty well, well, not very well. Students who indicated "not very well" on any one of the four English skills items were considered to be self-reported LEP students. For teachers, a single item, BYT1_12, asked directly if the specific student was LEP.

To illustrate some of the problems with BYLEP, we created two new variables from the base year survey, STLEP and TLEP, to represent its student and teacher components, respectively. STLEP and TLEP are coded as follows:

STLEP	"valid skip"	If all BYS27A-D=9 (i.e., all students who answered that English is the only language at home (BYS21) should have skipped items BYS22 through BYS30);
	"LEP"	If the student responded "not very well" to any one of the four items BYS27A-D;
	"unknown"	If student responsed to all BYS27A-D items=6,7,8; and
	"EP"	Otherwise.
TLEP	"disagree"	If one teacher said "yes" and the other "no" (BYT1_12);
	"yes"	If both teachers said "yes" or one said "yes" and there was no valid response from the other (BYT1_12);
	"no"	If both teachers said "no" or one said "no" and there was no valid response from the other (BYT1_12); and
	"unknown"	If there is no valid response from both teachers (BYT1_12).

Tables 6 and 7 show the base year frequency distributions of STLEP and TLEP, respectively. Table 6 indicates 138 students are self-reported as LEP. TLEP labeled 546 students as LEP by at least one teacher.

Table 6
STLEP: BY Student-reported LEP Status,
based on BYS27A-D

LEP Status	Frequency
Valid Skip	18,944
English Proficient (EP)	5,392
Limited English Proficient (LEP)	138
Unknown	125

Table 7
TLEP: BY Teacher-reported Student LEP Status, based on BYT1_12

LEP Status	Frequency
Agree: English Proficient (EP)	22,212
Disagree	337
Agree: Limited English Proficient (LEP)	209
Unknown	1,841

In addition to the disagreements between students and their two teachers, substantial disagreements exist between the teachers themselves. There are 337 of the 642 students who were defined as LEP through the BYLEP variable for whom the evaluations of the two teachers contradict each other. The disagreements between teachers reflect the unreliability of teachers' assessments of a student's language proficiency. Therefore, the selection based on the assessment of any one teacher is likely to result in some false-positive identifications.

The disagreements in the views of the students and their teacher may have resulted in part from measurement errors in the student-reported levels of English skills. A problem with the items BYS27A-D is that the response categories are not clearly defined or based on an external referent, so the students were at liberty to make individual interpretations of what the term "not very well" was supposed to mean. Since the standard of assessment can vary greatly depending on individual student's self esteem, frame of reference, and many other factors, these items are likely to be unreliable. This series of items was improved significantly for the first followup (see items F1S57A-D, F1D44A-D, and F1N17A-D); specifically, the response set had "not at all" added as the fourth choice, and the second and third choices were revised to read "well" and "not very well," which probably helped anchor the responses. However, no further definition or standard was provided to help students respond reliably to the items.

Bradby's LEP Definition

Bradby's study[11] defined LEP students on the basis of teacher's evaluations in BYT1_12; i.e., if at least one teacher defined the student as LEP, the student was defined as LEP. A significant problem with this definition, as discussed above, is that the two teachers frequently disagreed: although 546 of the students were identified as LEP by at least one teacher, both identified the student as LEP in only 209 of those cases (see Table 7, above).

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[11] Bradby, D., "Language Characteristics and Academic Achievement: A look at Asian and Hispanic Eighth Graders in NELS:88" National Center for Education Statistics, Statistical Analysis Report, February 1992.

Students labeled as LEP by their teachers were further classified by Bradby into three levels of English language proficiency (i.e., low, moderate, or high) according to their own responses to items BYS27A-D. In this analysis, the response categories for items BYS27A-D were assigned a numeric value such that the categories "not very well," "well," "pretty well," and "very well" were scored 4, 3, 2, and 1 respectively. The scores were then summed to create a composite score of English proficiency for each student. Students with a score above a certain cutoff point were categorized as "low proficient," and students with a low score were "high proficient." Bradby conducted a factor analysis to check the assumption of a common factor for the four items and a reliability analysis to check the internal consistency of the items. A relatively high consistency was reported for these items (i.e, Cronbach's alpha was over 0.9).

Using the base year items BYS27A-D to derive a scale of proficiency assumes ordinal properties for the items even though they actually provided nominal response categories, and those nominal categories were not well defined. Although most respondents would be expected to order the "not very well" and "very well" response categories as intended by the item writers, "well" and "pretty well" are not so clear. Further, since the population of students responding to these items is presumed to be from non-English backgrounds (the others are directed to skip these items), we can presume these response category distinctions, which are subtle enough for English proficient respondents, pose real difficulties for LEP respondents. As a result, given the response variation expected on these items, Bradby's English proficiency score is likely to be consistent but unreliable.

Alternative Methods to Define LEP Status

Several other items are available in the base year or first followup surveys that could serve to distinguish LEP students from their English proficient peers. This section looks at two variables, one asking about current language use and the other addressing whether the student is receiving (or has received) special English language services.

Define LEP status according to student's current language usage. Item BYS20 asked students "What language do you USUALLY speak now?" This variable is recoded as LANGNOW, the language used now, as follows:

Usually English now (BYS20=1),
Usually Non-English now (BYS20=2 through 13), and
Unknown language now (BYS20=96,97,98).

Table 8 shows 567 students whose usual language at eighth grade was non-English. A crucial problem with LANGNOW is that it may be capturing "true" bilingual students who can use two languages proficiently; for those students, it would be an incorrect inference to state that because they use a non-English language they must have limited proficiency in English. In addition, no parallel items for constructing this variable are available on the first followup longitudinal or dropout questionaires.

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Table 8
LANGNOW: Student's "Usual" Language at Eighth Grade, based on BYS20

LANGNOW	Frequency
English Now	23,304
Non-English Now	567
Unknown	728

Define LEP status according to student's participation in language assistance programs. Another potential estimate of base year students' base year LEP status can be generated from items BYS29 and BYS30. BYS29 asked whether the student had ever enrolled in an English language/language assistance program (defined in the item as a program for students whose native language is not English). For those who responded "yes" to BYS29, BYS30A-H asked the grade levels at which the students were enrolled in such programs (where BYS30A covered the first grade, BYS30B covered the second, and so forth, ending with BYS30H covering the eighth). This set of items is relatively objective (in comparison to the self-rating English language skills items in BYS27A-D) in that it asks about specific, verifiable behaviors and the term "language assistance programs" is clearly defined. Since the legislative definition of LEP is concerned with the current effects of LM status on the ability of the student to learn successfully now in the classroom, our focus is on language assistance at the student's current grade. Accordingly, we have created a composite variable, LANGASST, language assistance, which is coded as follows for the base year and first followup surveys:[12]

- Language at home is English (BYS29, F1S58, F1D45, F1N18=9, i.e., logical skip)
- Enrolled in language assistance program at current grade (BYS29=1 and BYS30H=1, F1S58=1, F1D45=1, F1N18=1 and F1N19I-J=1)
- Enrolled before current grade (BYS29=1 and at least one item BYS30A-G=1, F1S58=2 and at least one item BYS30A-H=1, F1D45=1 and at least one item BY30A-H=1, F1N18=1 and at least one item F1N19A-H=1)
- Enrolled, grade unknown (BYS29=1 and BYS30A-H=8,9; F1S--use BY items; F1D45--use BY items; F1N18=1 and F1N19I-J=6,7,8)
- Never enrolled in program, but home language is non-English (BYS29=2; F1S58=2 and no item BYS30A-H=1; F1S54=1 and F1S34C-D=2 and F1S58=2 and no item BYS30A-H=1; F1D41=1 and F1D45=2 and no item BYS30A-H=1; F1N18=2)
- Unknown (BYS29=6,7,8; F1S58=6,7,8; F1D45=6,8; F1N18=7,8))

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[12] Responses to BYS29 were edited to be consistent with BYS30A-H. Specifically, 35 students who did not answer BYS29 responded to at least one of the BYS30A-H items. We recoded the "missing" BYS29 response for these students to "yes."

Table 9 shows the frequency of LANGASST for eighth graders. For the base year, a total of 893 students had enrolled in a English language assistance program at some point; 124 were enrolled at eighth grade.

Table 9
Frequency of LANGASST (Participation in English Language Assistance Program), based on BYS29 and BYS30H

LANGASST	BY Students Frequency
Home Language is English	18,944
Enrolled at Current Grade	124
Enrolled Before Current Grade	769
Enrolled, Grade Unknown	19
Never Enrolled	4,139
Unknown	604
Total	24,599

A conceptual limitation of a LANGASST-based LEP definition is that enrollment in English language assistance programs is dependent on the availability of such programs; some students who answered "no" to BYS29, F1S58, F1D45, or F1N18 could potentially have benefitted from such programs had they been available. Still others could have unknowingly participated in "programs" in which LEP students were mainstreamed. This issue of language-assistance-program availability results in an under-identification of LEP students (a false negative error). When a choice has to be made between an error of over-identification (false positive) or an error of under-identification (false negative error), the latter is probably less damaging. Since the number of English proficient students is large relative to the number of LEP students, mixing some LEP students with the English proficient students is likely to have negligible effect on the estimates of the characteristics of the latter.

Summary of LEP Definitions

Based on our analyses, we believe that two alternative LEP definitions have sufficient merit to use in further analysis. The first is based on teacher assessments of their students, and the second involves a combination of student enrollment in language assistance programs and students' self ratings on English proficiency. Our reasons for this decision are summarized in this section.

Table 10 describes the essential features of six operational definitions of LEP described in this report. BYLEP and Bradby combine student and teacher ratings but without adequately dealing with problems posed by disagreements between the two teachers. The Bradby definition does improve upon BYLEP by incorporating the differences between the judgments of the students and their teachers. TLEP, which is based solely on teachers' ratings, avoids the teacher-student inconsistencies and incorporates some of the disagreements between the teacher pairs. TLEP also has a relatively high rate of non-response, but there is no reason to expect the non-response is other than random in regard to the ratings of individual students.

Bradby's LEP definition and STLEP rely on BYS27A-D. This item set appears to be badly flawed, however, in that its response categories have no clear external referent to encourage reliability and the response options themselves are not clearly ordinal. Because of these problems, there appears to be no ideal point at which to draw a line between LEP and non-LEP respondents. At the same time, these responses provide the only ratings by the students on their English-language skill levels. This item set was improved for the first followup, fortunately, and setting the cut point between the two highest proficiency ratings ensures that those who rate themselves at any point less than fully proficient will be included within the LEP category.

LANGNOW and LANGASST, two variables constructed within the current study to avoid several of the problems posed by the other definitional choices appear to suffer from conceptual weaknesses. LANGNOW makes the assumption that those who typically use a non-English language do so because their English skills are weak. Although this may be true for some, others may actually be highly proficient in English but live in an environment where another language is also in common use. The conceptual weakness of LANGASST does not appear to be quite as great; it assumes that students who are not proficient enough in English to benefit from English-only instruction will be enrolled in language assistance activities. This assumption can be questioned from at least three perspectives: first, the student cannot be enrolled if there is no program, regardless of the student's level of need; second, some programs may offer special language assistance but not be labeled or recognized by students as doing so; and, third, a program may be available, but a student needing the service may not be enrolled because the slots are filled by even-more-needy students. At the same time, LANGASST is a verifiable behavioral variable, unlike any of the others, and therefore indicates with little ambiguity that those who are currently enrolled are probably LEP.

We have chosen to take a distinctly eclectic approach in our LEP definitions because no one of the options available in NELS:88 is free from problems. Although we pointed out, for example, that teachers often did not agree on whether an individual was LEP, it remains that teachers provide the one school-based estimate of the student's ability to benefit from instruction in English, which is a key part of the Bilingual Education Act definition. We also stressed the importance of self-identification while pointing out the flaws in the self-ratings on understanding, speaking, reading, and writing English and participating in language assistance programs. As a result, we believe no one of these items provides a source of valid, reliable estimates of LEP status; consequently, we have chosen to use both of them, along with TLEP, the teacher-based identification variable. Table 11 summarizes the use of these variables to define LEP status among those who are determined to be LM and provides unweighted and weighted frequencies for the BY and FU1 samples.

Table 10
Summary of Base Year LEP Operational Definitions

Variable	Operational LEP Definition	Advantages	Disadvantages
BYLEP	Any BYS27A-D= "not very well" or Either BYT1_12= Yes	■Widely used ■Reflects Title VII criteria ■Broadly inclusive	■Reliability of the student and the teachers items is questionable ■No clear external referent for student response categories ■Extensive disagreements between the students and their teachers ■Extensive disagreements between the teachers ■Programming errors
STLEP	Any BYS27A-D= "not very well"	■Reflects Title VII criteria ■Relatively exclusive ■Analytically clear ■Avoids problems of source discrepancies	■Reliability of the student items is questionable–may not support ordinal assumption. ■No clear external referent for student response categories ■No sufficient justification for "cutting" the response categories at any potential point
TLEP	Either BYT1_12= Yes	■Reflects Title VII criteria ■Avoids reliance on student self-reports	■Reliability of teacher item is questionable–teachers rated many non-LMs as LEP, and teachers would effectively criticize themselves if answering "yes" ■Extensive disagreements between the teachers ■Large number of item-nonresponses
Bradby	Either BYT1_12= Yes and Scaled responses to BYS27A-D	■Reflects Title VII criteria ■Broadly inclusive ■Reconciles discrepancies between students and teachers ■Uses more of the information provided by BYS27A-D	■Reliability of teacher item is questionable ■Extensive disagreements between the teachers ■Large number of item-nonresponses ■Reliability of the student items is questionable ■No clear external referent for student response categories
LANGNOW	BYS20 = other than English	■Analytically clear ■Reflects Title VII criteria ■Avoids discrepancies between sources	■Based on weak assumption that typical use of non-English is indicator for LEP ■Relatively high level of item non-response
LANGASST	BYS29 = Yes and BY30H=Yes or any BY30A-G=Yes	■Reflects Title VII criteria ■Avoids discrepancies between sources	■Based on weak assumption that LEP students will be enrolled in language assistance programs at the eighth grade ■Relatively high level of item non-response

Table 11
Alternative LEP Definitions for LM Secondary Age Youth

LM/LEP Definition	BY Cross-sectional Student Frequency Unweighted (Weighted)	Longitudinal Student Frequency Unweighted (Weighted)	FU1 Cross-sectional Student Frequency Unweighted (Weighted)
EXCLUSIVE LM DEFINITION			
Teacher-based: Either teacher responds "yes"*	849 (73,218)	517 (73,433)	694 (97,141)
Student-based: Current enrollment in language assistance or Self rating as less than "very well"**	1,944 (187,764)	1,277 (181,563)	1,389 (185,495)
INCLUSIVE LM DEFINITION			
Teacher-based: Either teacher responds "yes"*	1,108 (95,103)	673 (96,077)	888 (123,010)
Student-based: Current enrollment in language assistance or Self rating as less than "very well"**	2,628 (262,306)	1,732 (255,716)	1,851 (256,143)

* TLEP (i.e., BYT1_12 or F1T1_12) = "yes" or "disagree"
** LANGASST (i.e., BYS29 and BYS30, F1S581, F1D45, or F1N18 and F1N19J)=2;
or STLEP (i.e., any BYS27A-D, F1S57A-D, F1D44A-D, F1N17A-D = 2,3,4)=3

Based on these four definitions, we estimate that between 73,000 and 262,000 eighth grade students are LM/LEP, and the number of LM/LEP tenth graders is between 97,000 and 256,000. The ranges between the low and high estimates at both grade levels are primarily due to the differences in whether teachers' evaluations or student self reports of LEP status are used. Differences resulting from the use of an inclusive rather than an exclusive LM definition appear to be small in comparison. In the next chapter of this report, we compare students defined as LM/LEP, LM/EP, or non-LM based on these four definitions to determine the extent to which the differences in the sizes of the identified LM/LEP groups are reflected in terms of social, demographic, and educational characteristics.

CHAPTER II
SOCIAL, DEMOGRAPHIC, AND EDUCATIONAL CHARACTERISTICS OF LANGUAGE MINORITY/LIMITED ENGLISH PROFICIENT YOUTH

This chapter begins the process of describing the characteristics of LM/LEP youth and their educational experiences. One of the strengths of NELS:88 is that it was targeted at the years of transition for youth from middle school through young adulthood. During these years, young people make very basic decisions about whether to complete high school, go on to further education or training, seek employment, and start families. The base year and first followup surveys provide a particularly rich source of information about young people who chose to drop out of school before the tenth grade. This chapter begins with a description of the social and demographic characteristics of LM/LEP youth in comparison to their language minority and non-language minority English proficient peers; the discussion focuses on where they live and their race/ethnicity, sex, and socio-economic status. The second section describes differences in reading and mathematics performance between LEP and other students.

The analyses are generally presented using the narrowest and the broadest of the LM/LEP definitions for LM/LEP youth developed in the previous chapter. More specifically, youth are classified as non-LM or LM based on whether a language other than English is ever used at home or they used a language other than English before starting school (the "inclusive" or broad LM definition) or based on whether the language used at home is usually not English or the first language learned before starting school was not English (the "exclusive" or narrow LM definition). LM youth are then divided into LM/EP or LM/LEP based on whether one of their teachers evaluated them as LEP ("teacher-based" LEP definition) or based on whether the students rated themselves as less than "very well" on their use of English ("student-based" definition). In this chapter, we primarily use the "inclusive LM, student-based LEP" (or inclusive/student as it is usually termed here) and the "exclusive LM, teacher-based LEP" (or exclusive/teacher). The first is the broadest definition, and the second the narrowest of the definitions summarized in Table 11 in the previous chapter.

In addition, most of the analyses focus on differences between students in the LM/LEP status groups at the eighth and tenth grades using the cross-sectional student samples. The longitudinal sample is used where changes between grade 8 and grade 10 are an appropriate concern.

Social and Demographic Characteristics of LM/LEP Students

Residential Patterns

This section addresses questions about where LM/LEP students live in terms of geographic region and metropolitan status, and about the affiliations of the schools they attend.

Geographic Region. LM/LEP youth, using any of the definitions developed in this study, are found disproportionally in the mountain and Pacific states, as can be seen in Table 12. Approximately 20 percent of the nation's eighth or tenth grade young people live in that region, but from 35 to 40 percent of the nation's LM/LEP students live there. In contrast, the north central states contain about one-fourth of the nation's secondary-age youth but only around 10-to-15 percent of the LM/LEP youth. In addition, LM/LEP youth are somewhat under-represented in the southern states, and they are evenly represented in the northeast. The same patterns, although they are not as dramatic, are present as well for LM/EP youth.

Table 12
Percentage of Youth, by Grade Level and by LM/LEP Definition, LM/LEP Status, and Geographic Region*

Percentage of Grade 8 Students							
		Geographic Region					
LM/LEP Definition	LM/LEP Status	New England and Middle Atlantic	East North Central and West North Central	South Atlantic, East South Central, West South Central	Mountain and Pacific	Missing	Total
Inclusive/ Student	LM/LEP	18.7	13.2	30.7	37.3	0.1	100.0
	LM/EP	21.1	16.1	30.1	32.6	0.2	100.1
	Non-LM	19.0	28.5	36.6	15.9	0.1	100.1
Exclusive/ Teacher	LM/LEP	20.5	7.7	27.2	44.6	0.1	100.1
	LM/EP	19.2	12.6	30.6	37.4	0.1	99.9
	Non-LM	19.1	27.7	36.2	16.9	0.1	100.0
National		19.2	25.7	35.4	19.7	0.1	100.1
Percentage of Grade 10 Students							
Inclusive/ Student	LM/LEP	14.8	13.9	26.2	34.1	11.0	100.0
	LM/EP	21.2	15.0	27.3	30.2	6.2	99.9
	Non-LM	17.4	25.4	34.9	15.1	7.2	100.0
Exclusive/ Teacher	LM/LEP	16.6	9.3	19.8	40.9	13.5	100.1
	LM/EP	17.8	11.5	28.2	34.5	8.0	100.0
	Non-LM	17.6	25.0	34.4	15.8	7.1	99.9
National		17.6	23.4	33.4	18.3	7.4	100.1

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.

The regions were identified in NELS:88 based on where the schools the young people attended were located. If a student was not enrolled, then the region was coded as missing. As can be seen for grade 10 students in the table, approximately 7 percent were counted as missing or not enrolled, and the percentage is much higher for LM/LEP students.

Metropolitan Status. Table 13 indicates that LM/LEP youth are somehat overrepresented in the central cities of urban areas and underrepresented in areas outside metropolitan statistical areas. LM/LEP youth and non-LM youth live in roughly equal proportions in the suburban areas within metropolitan statistical areas.

Table 13
Percentage of Youth, by Grade Level and by LM/LEP Definition, LM/LEP Status, and Metropolitan Status*

		Metropolitan Status				
LM/LEP Definition	LM/LEP Status	Urban - Central City	Suburban-Area around Central City within MSA**	Rural-Outside MSA**	Missing or Not in School	Total
Percentage of Grade 8 Students						
Inclusive/ Student	LM/LEP	36.0	43.5	20.5	0.0	100.0
	LM/EP	34.0	44.4	21.6	0.0	100.0
	Non-LM	22.7	43.5	33.8	0.0	100.0
Exclusive/ Teacher	LM/LEP	42.3	44.7	13.0	0.0	100.0
	LM/EP	36.4	42.0	21.6	0.0	100.0
	Non-LM	34.5	58.3	7.3	0.0	100.1
National		25.1	53.6	21.3	0.0	100.0
Percentage of Grade 10 Students						
Inclusive/ Student	LM/LEP	34.2	46.2	7.6	11.9	99.9
	LM/EP	33.3	50.6	8.9	7.2	100.0
	Non-LM	24.4	52.7	14.4	8.5	100.0
Exclusive/ Teacher	LM/LEP	39.1	37.2	8.3	15.4	100.0
	LM/EP	34.5	49.2	7.6	8.8	100.1
	Non-LM	24.9	52.7	15.0	7.5	100.1
National		26.1	51.9	14.1	7.8	99.9

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.
** MSA=Metropolitan Statistical Area.

School Control and Affiliation. Eighth grade LM/LEP students attend public as well as sectarian and non-sectarian private schools in about the same proportion as LM/EP and non-LM students, as can be seen in Table 14. There is some tendency for LM/LEP and LM/EP students, using the "exclusive, teacher" definition, to be somewhat over-represented in Catholic schools, but the differences are not large. Roughly the same pattern exists for students at the tenth grade. In addition, it appears that somewhat higher declines in school enrollment occur for public schools among LM/LEP and LM/EP youth.

Table 14
Percentage of Youth, by Grade Level and by LM/LEP Definition, LM/LEP Status, and School Control and Affiliation*

LM/LEP Definition	LM/LEP Status	School Control and Affiliation: Public School	Private (Catholic)	Private (other religious)	Private (non-sectarian)	Missing or Not Enrolled	Total
Percentage of Grade 8 Students							
Inclusive/ Student	LM/LEP	89.2	7.5	2.5	0.9	0.0	100.1
	LM/EP	83.4	10.2	4.5	2.0	0.0	100.1
	Non-LM	88.5	7.2	2.7	1.6	0.0	100.0
Exclusive/ Teacher	LM/LEP	86.8	10.6	1.4	1.3	0.0	100.1
	LM/EP	88.8	8.0	1.8	1.4	0.0	100.0
	Non-LM	88.0	7.4	3.1	1.6	0.0	100.1
National		89.0	7.4	2.9	1.5	0.0	100.8
Percentage of Grade 10 Students							
Inclusive/ Student	LM/LEP	81.7	4.5	1.3	1.1	11.5	100.1
	LM/EP	80.3	7.8	2.3	3.4	6.2	100.0
	Non-LM	84.4	5.1	1.6	1.8	7.2	100.1
Exclusive/ Teacher	LM/LEP	79.5	4.0	0.3	2.6	13.5	99.9
	LM/EP	82.4	6.4	1.1	1.6	8.5	100.0
	Non-LM	84.0	5.3	1.7	1.9	7.1	100.0
National		83.7	5.3	1.6	1.9	7.4	99.9

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.

Demographic Characteristics

This section presents a description of who LM/LEP youth are in terms of their gender, race/ethnicity, socio-econonic status, and drop-out status. Differences between the eighth and tenth grade students based on the cross-sectional samples provide the major focus in this section. Since these demographic characteristics are unlikely to change except in rare situations, so longitudinal analyses are not germane. Specific data presented in this section rely primarily on the most inclusive definition of LM/LEP students (i.e., broad definition of LM, with student self-report as LEP) and the most restrictive (i.e., narrow definition of LM, with teacher assessment of student as LEP). Data for all four definitions and each relevant sample are presented in Appendix C.

Gender. By and large, males and females are equally represented among LM and LM/LEP students in both the eighth and tenth grades, although there is a slight drop in the percent of LM/LEP students who are male (and a corresponding increase in the proportion of females) between the eighth and tenth grade. While there are only small differences in the proportions based on which definition is used, students are somewhat more likely than their teachers to identify males as LM/LEP. Table 15 presents these differences, but, more importantly, indicates that neither males nor females are substantially disproportionally represented in any of the LM/LEP status categories.

Table 15
Percentage of LM/LEP, LM/EP, and Non-LM Males and Females, by LM/LEP Definition, LM/LEP Status and Grade Level*

LM/LEP Definition	LM/LEP Status	Percentage of Grade 8 Students		Percentage of Grade 10 Students	
		Male	Female	Male	Female
Inclusive/ Student	LM/LEP	53.5	46.5	50.9	49.1
	LM/EP	47.2	52.8	46.6	53.4
	Non-LM	50.0	50.0	50.7	49.3
Exclusive/ Teacher	LM/LEP	50.9	49.1	47.3	52.7
	LM/EP	50.9	49.1	50.7	49.3
	Non-LM	49.9	50.1	50.6	49.4
National		50.1	49.9	50.5	49.5

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.

Where Table 15 (above) looked at the percentages of, for example, LM/LEP students who are males, Table 16 presents the other perspective, the percentages of males and females who are LM (including LM/EP and LM/LEP) or LM/LEP. The data reiterate the point that there are few differences between secondary-age males and females in terms of their LM/LEP status.

Table 16
Percentage of Students by Gender and by LM/LEP Status, LM/LEP Definition, and Grade Level*

	Percentage of Grade 8 Students				Percentage of Grade 10 Students			
	Inclusive/Student LM/LEP Definition		Exclusive/Teacher LM/LEP Definition		Inclusive/Student LM/LEP Definition		Exclusive/Teacher LM/LEP Definition	
Gender	LM**	LM/LEP	LM**	LM/LEP	LM**	LM/LEP	LM**	LM/LEP
Males	20.7	9.7	12.4	2.5	19.5	8.4	10.2	2.7
Females	19.9	7.7	12.3	2.4	19.0	7.7	12.0	3.4
National	20.2	8.7	12.3	2.4	18.8	8.1	11.6	3.1

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.

** LM includes both LM/EP and LM/LEP youth.

Race/Ethnicity. The eighth and tenth grade populations are, in racial/ethnic terms, primarily white (non Hispanic). Table 17 presents data on the percent and number of eighth and tenth grade students by race/ethnicity. It indicates that the distributions are quite similar for the two grade levels and that about 70 percent of secondary-school-age youth are white (non Hispanic), about 13 percent are black (non Hispanic), slightly over 10 percent are Hispanic, between 3 and 4 percent are Asian/Pacific Islander, and about 1 percent are American Indians or Alaskan Natives.

Table 17
Percent and Number of Youth, by Race/Ethnicity and Grade Level*

Race/Ethnicity	Grade 8		Grade 10	
	Number	Percent	Number	Percent
Asian/Pacific Islander	104,183	3.5	112,229	3.5
Hispanic	308,876	10.3	341,423	10.8
Black (non Hispanic)	393,244	13.1	432,507	13.6
White (non Hispanic)	2,126,327	70.7	2,223,749	70.0
American Indian/Alaskan Native	37,972	1.3	41,525	1.3
Missing Race/Ethnicity	37,478	1.3	21,121	0.8
Total	3,008,080	100.0	3,175,250	100.0

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.

Table 18 indicates that Hispanic youth make up a larger proportion of LM/LEP students than do members of any other racial/ethnic group in both the eighth and tenth grades, despite comprising only about 10 percent of the youth population. Depending on the definition of LM/LEP status that is used, Hispanic youth comprise over half of all the LEP students at both grade levels. The data presented in Table 18 also indicate that white (non Hispanic) youth make up the second largest group of LM/LEP youth (at almost 20 percent); Asian/Pacific Islanders make up about 15 percent of the secondary school-age LEP population, American Indian/Alaskan Natives make up from 3 to 8 percent depending on which definition is used, and black (non Hispanic) youth, who are 13 percent of the total population at this age level, comprise fewer than 5 percent of the LM/LEP youth.

Table 18
Percentage of Youth, by Grade Level and by LM/LEP Definition, LM/LEP Status, and Race/Ethnicity*

Percentage of Grade 8 Students								
		Race/Ethnicity						
LM/LEP Definition	LM/LEP Status	Asian/ Pacific Islander	Hispanic	Black (not Hispanic)	White (not Hispanic)	American Indian/ Alaskan Native	Missing	Total
Inclusive/ Student	LM/LEP	16.0	54.7	4.9	20.3	2.7	1.5	100.1
	LM/EP	15.9	50.4	4.3	25.2	2.7	1.5	100.0
	Non-LM	1.6	4.3	14.3	77.6	1.0	1.2	100.0
Exclusive/ Teacher	LM/LEP	14.2	54.7	3.5	21.1	4.5	2.1	100.1
	LM/EP	13.0	39.1	6.9	37.4	2.3	1.4	100.1
	Non-LM	1.0	2.3	14.8	79.8	0.9	1.2	100.0
National		3.4	10.3	13.1	70.7	1.2	1.3	100.0
Percentage of Grade 10 Students								
Inclusive/ Student	LM/LEP	15.4	58.7	5.1	16.7	3.7	0.4	100.0
	LM/EP	16.4	50.7	4.1	24.4	3.6	0.8	100.0
	Non-LM	1.7	5.0	14.8	76.8	1.0	0.8	100.1
Exclusive/ Teacher	LM/LEP	13.7	56.6	3.5	17.2	8.5	0.6	100.1
	LM/EP	13.5	39.8	7.3	36.8	2.2	0.4	100.0
	Non-LM	1.2	3.3	15.3	78.6	0.8	0.8	100.0
National		3.5	10.8	13.6	70.0	1.3	0.8	100.0

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.

Table 19 indicates that very large proportions of several of the racial/ethnic groups consider themselves to be LM or LM/LEP and so do their teachers. About three-fourths of Asian/Pacific Islanders and Hispanics are LM (based on the "inclusive" definition), compared to about half of American Indians or Alaskan Natives and 10 percent of white (non Hispanic) or black (non Hispanic) youth. In terms of LEP status, in comparison to the national percentages, Hispanics or Asian/Pacific Islanders are four-to-five times more likely to be LEP, American Indians or Alaskan Natives are about two times more likely, and white (non Hispanics) and black (non Hispanics) are only half as likely to be LM/LEP.

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Table 19
Percentages of Racial/Ethnic Group Students by Grade Level, LM/LEP Definition, and LM/LEP Status*

Race/ Ethnicity	Percentage of Grade 8 Students				Percentage of Grade 10 Students			
	Inclusive/Student LM/LEP Definition		Exclusive/Teacher LM/LEP Definition		Inclusive/Student LM/LEP Definition		Exclusive/Teacher LM/LEP Definition	
	LM**	LM/LEP	LM**	LM/LEP	LM**	LM/LEP	LM**	LM/LEP
Asian/ Pacific Isl.	76.8	35.0	56.7	10.8	72.8	32.7	52.1	12.7
Hispanic	72.8	37.5	63.2	14.7	75.4	35.2	70.1	17.4
Black (not Hispanic)	9.9	4.8	4.4	0.4	9.0	4.4	3.9	0.7
White (not Hispanic)	10.0	3.8	4.0	0.5	8.8	3.1	3.4	0.6
Amer. Indian/ Alaskan Nat.	42.0	19.1	26.3	7.8	50.3	24.3	33.6	19.1
National	20.2	8.7	12.3	2.4	18.8	8.1	11.6	3.1

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.
** LM includes both LM/EP and LM/LEP youth.

Socio-Economic Status. LM/LEP youth are disproportionally found in the poorest socio-economic status (SES) quartile. In fact, in comparison to their proportions of the overall population, LM/LEP youth are twice as likely as non-LM youth to be in the lowest SES quartile. Table 20 illustrates this pattern. For example, about 50 percent of LM/LEP youth (however they are defined) are in the lowest SES quartile compared to slightly less than one-fourth of non-LM youth. At the high end of the SES distribution, LM/LEP youth make up between 10 and 15 percent of the young people in the high SES quartile (quartile 4), and non-LM youth are slightly over one-fourth. LM/EP youth generally occupy the position between the LM/LEP and non-LM groups in these distributions.

Table 21 provides another perspective on the high proportion of LM/LEP youth in the lowest SES quartiles. Specifically, depending on the definition used, LM/LEP youth comprise from about 2 to about 9 percent of the secondary age population. However, this small group makes up from about 5 to over 15 percent of the youth in the lowest SES quartile.

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Table 20
Percentage of Youth, by Grade Level and by LM/LEP Definition, LM/LEP Status, and SES Quartile*

Percentage of Grade 8 Students							
		SES Quartiles					
LM/LEP Definition	LM/LEP Status	Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	Total
Inclusive/ Student	LM/LEP	51.6	20.6	14.4	13.2	0.2	100.0
	LM/EP	40.0	23.0	19.6	19.5	0.0	102.1
	Non-LM	22.1	25.5	26.1	26.1	0.0	99.8
Exclusive/ Teacher	LM/LEP	52.0	22.2	14.3	11.4	0.1	100.0
	LM/EP	32.3	22.7	20.8	24.2	0.1	100.1
	Non-LM	22.3	25.7	26.4	25.7	0.0	100.1
National		24.3	25.0	25.2	25.5	0.0	100.0
Percentage of Grade 10 Students							
Inclusive/ Student	LM/LEP	54.6	20.9	13.5	11.0	0.1	100.1
	LM/EP	36.7	24.0	19.8	19.5	0.0	100.0
	Non-LM	21.0	25.3	26.6	27.2	0.0	100.1
Exclusive/ Teacher	LM/LEP	51.5	24.7	14.5	9.3	0.0	100.0
	LM/EP	32.5	23.3	20.3	23.8	0.1	100.0
	Non-LM	21.1	25.3	26.8	26.8	0.1	100.1
National		23.8	24.0	25.4	25.7	0.1	100.0

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.

Table 21
Percentages of SES Quartile Students by Grade Level, LM/LEP Definition, and LM/LEP Status*

Socio-Economic Status Quartile	Percentages of Grade 8 Students				Percentages of Grade 10 Students			
	Inclusive/Student LM/LEP Definition		Exclusive/Teacher LM/LEP Definition		Inclusive/Student LM/LEP Definition		Exclusive/Teacher LM/LEP Definition	
	LM**	LM/LEP	LM**	LM/LEP	LM**	LM/LEP	LM**	LM/LEP
1. Lowest	28.7	15.2	22.2	5.7	29.0	15.7	22.5	5.4
2.	18.3	7.6	10.7	2.0	18.5	7.3	10.6	2.3
3.	16.0	6.2	8.4	1.2	14.9	5.4	7.8	1.3
4. Highest	18.0	5.9	8.1	0.8	16.3	5.1	7.0	0.6
National	20.2	8.7	12.3	2.4	19.6	8.3	10.8	3.3

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.
** LM includes both LM/EP and LM/LEP youth.

Dropout Status. A major ongoing issue in this country is how to keep young people in school long enough to graduate. NELS:88 provides one of the best tools to explore who drops out (and who does not) and why. In this report, we describe dropout rates in relation to LM/LEP status.

Table 22 presents percentages of young people in the longitudinal sample in terms of their dropout status. Overall, about 93 percent of tenth graders in this sample had never dropped out, and another one percent had dropped out and returned. From the opposite perspective, about 6 percent of youth had dropped out between grade 8 and the time of the grade 10 survey. LM/LEP students were much more likely to have dropped out and not returned, regardless of the definition used for LM/LEP status. More than 10 percent of LM/LEP students had dropped out and not returned, compared to 5 to 8 percent of LM/EP and less than 6 percent for non-LM students.

Table 22
Percentage of Youth by Dropout Status, by LM/LEP Definition and LM/LEP Status*

LM/LEP Definition	LM/LEP Status	Drop-out Status Percentages at First Followup: Did Not Drop Out	Dropped Out, But Returned	Dropped Out, No Return	Multiple Drop-out Episodes	Total
Inclusive/ Student	LM/LEP	87.8	1.8	10.2	0.3	100.1
	LM/EP	94.1	1.1	4.8	0.0	100.0
	Non-LM	93.6	0.7	5.6	0.1	100.0
Exclusive/ Teacher	LM/LEP	87.3	2.3	10.4	0.1	100.1
	LM/EP	90.4	1.7	7.7	0.2	100.0
	Non-LM	93.6	0.7	5.6	0.1	100.0
National		93.2	0.8	5.9	0.1	100.0

* Based on longitudinal eighth and tenth grade sample, weighted by longitudinal panel weight.

Reading and Mathematics Achievement

Students and dropouts were presented with a set of tests during the base year and first followup surveys that addressed reading, mathematics, science, and a combination of government, geography, and history. In this section, we examine differences among students' scores on the reading and mathematics tests based on their LM/LEP status. Reading was selected as the most language dependent of the four tests, and mathematics was selected because it was the least. The results for the students are presented in three complementary formats. First, within each grade, reading and mathematics standard scores are discussed for the three LM/LEP status groups as defined by the most and least restrictive definitions. Second, the distribution of the LM/LEP status groups is examined in relationship to other students. (Both of those discussions rely on cross-sectional data from eighth and tenth graders.) Third, gain scores are considered for students in the longitudinal sample, with gains in reading and mathematics compared across LM/LEP status groups.

Reading and Mathematics Standard Scores. Standardized scores are norm-refemeced in that they compare the performance of students against that of other students on the same test rather than to some absolute standard. The standard scores developed from the tests administered to the youth in the base year and first followup surveys are based on an estimate of the number right on each test (i.e., as if each student had been presented with every item) rescaled to a mean of 50 and a standard deviation of 10. That is, a score less than 50 indicates a student received less than the average score for all students.

The standard scores for the eighth and the tenth grader's reading and mathematics tests are presented in Table 23. The reading scores indicate that LM/LEP youth, based on the broadest definition, are from one-third to one-half of a standard deviation (i.e., based on a mean of 50 and standard deviation of 10) below the scores of non-LM youth at grade 8. A difference of this size is generally considered educationally significant. The reading score differences are not as great for this broadly defined group at grade 10, although the gap between LM/LEP and non-LM is still one-fourth of a standard deviation. When the LM/LEP definition is made more restrictive, as is the case for the "exclusive, teacher" definition, the score differences are even more prominent in reading at grade 8, where LM/LEP students trail non-LM students by more than half of a standard deviation. Interestingly, even restricting the LM/LEP definition does not increase the score gap between non-LM and LM/LEP students at grade 10.

Mathematics score follow the same pattern as reading scores, although the differences are not quite as large, for the two grades and LM/LEP definitions. This suggests that lack of English proficiency hampers students even in less language-dependent subjects.

Table 23
Average Reading and Mathematics Standard Scores, by Grade Level and by LM/LEP Definition and LM/LEP Status*

LM/LEP Definition	LM/LEP Status	Grade 8 Standard Scores		Grade 10 Standard Scores	
		Reading	Mathematics	Reading	Mathematics
Inclusive/ Student	LM/LEP	45.4	46.8	52.7	54.4
	LM/EP	50.3	50.0	55.4	55.2
	Non-LM	50.5	50.4	54.8	54.8
Exclusive/ Teacher	LM/LEP	42.6	44.0	52.9	55.4
	LM/EP	47.6	48.0	53.8	54.2
	Non-LM	50.5	50.4	54.8	54.8

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.

Quartile Ranking of LM/LEP Students' Reading and Mathematics Scores. Tables 24 and 25 indicate that LM/LEP youth's test scores disproportionally place them in the lowest quartile of the overall distribution of scores. Around 40 percent of LM/LEP students' scores place them in the lowest reading quartile, compared to less than 25 percent for non-LM students (Table 24). In mathematics, around 35 percent of LM/LEP students are in the lowest quartile, compared to less than 25 percent of non-LM students (Table 25). One reason for the general improvement among tenth grade LM/LEP students compared to the other groups can be seen in these tables, that is, a relatively large proportion of the LM/LEP tenth grade youth did not take the tests.

Table 24
Percentage of Youth, by Grade Level and by LM/LEP Definition, LM/LEP Status, and Reading Score Quartiles*

Percentage of Grade 8 Students							
		Reading Quartiles					
LM/LEP Definition	LM/LEP Status	Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	Total
Inclusive/ Student	LM/LEP	41.7	29.3	15.4	8.6	5.2	100.2
	LM/EP	26.6	26.6	24.1	18.4	4.3	100.0
	Non-LM	23.5	23.5	23.8	25.7	3.5	100.0
Exclusive/ Teacher	LM/LEP	45.4	21.7	14.1	8.8	10.1	100.1
	LM/EP	27.6	26.9	21.6	20.2	3.7	100.0
	Non-LM	23.4	23.5	24.0	25.7	3.4	100.0
National		23.9	23.8	23.3	25.1	3.9	100.0
Percentage of Grade 10 Students							
Inclusive/ Student	LM/LEP	38.9	25.2	14.6	7.0	14.3	100.0
	LM/EP	21.2	25.2	24.6	18.3	10.8	100.1
	Non-LM	21.8	22.3	23.2	24.0	8.8	100.1
Exclusive/ Teacher	LM/LEP	44.2	17.1	14.9	6.5	17.0	99.7
	LM/EP	22.4	25.6	20.3	22.0	9.7	100.0
	Non-LM	21.8	22.3	23.6	23.5	8.9	100.1
National		22.8	22.6	22.7	22.6	9.3	100.0

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.

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Table 25
Percentage of Youth, by Grade Level and by LM/LEP Definition, LM/LEP Status, and Mathematics Score Quartiles*

Percentage of Grade 8 Students							
		Mathematics Quartiles					
LM/LEP Definition	LM/LEP Status	Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	Total
Inclusive/ Student	LM/LEP	36.3	25.3	16.8	16.6	5.1	100.1
	LM/EP	24.2	24.5	23.5	23.2	4.7	100.1
	Non-LM	22.8	24.1	24.1	25.5	3.5	100.0
Exclusive/ Teacher	LM/LEP	45.1	21.5	12.6	9.4	11.3	99.9
	LM/EP	30.4	27.6	20.6	17.9	3.6	100.1
	Non-LM	22.8	24.0	24.0	25.6	3.6	100.0
National		24.2	24.2	23.4	24.4	3.8	100.0
Percentage of Grade 10 Students							
Inclusive/ Student	LM/LEP	32.4	21.7	17.8	14.1	14.1	100.1
	LM/EP	23.0	22.8	20.5	23.7	9.9	99.9
	Non-LM	21.8	22.6	23.1	23.3	9.1	99.9
Exclusive/ Teacher	LM/LEP	39.0	19.8	13.1	8.3	19.8	100.0
	LM/EP	26.5	24.4	20.4	18.0	10.7	100.0
	Non-LM	21.9	22.5	22.9	23.6	9.1	100.0
National		22.8	22.6	22.4	22.6	9.6	100.0

* Based on cross-sectional eighth and tenth grade samples, weighted by base year questionnaire and first followup questionnaire weights, respectively.

Reading and Mathematics Gains

Even though the reading and mathematics tests differed for eighth and tenth grade survey respondents, enough test items were common to both survey years to permit developing an estimated gain score.[13] These gains are presented in Table 26, with students' LM/LEP status based on base year information. The results are mixed; in some cases, the gains made by LM/LEP students were slightly larger than the ones of non-LM students, and in other cases the

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[13] The use of item response theory for developing the estimated gains scores is discussed in the First Followup Student Component Data File User's Manual.

LM/LEP students' gains were smaller. For the most part, the gains made by LM/LEP students allowed them only to keep pace; they did not fall further behind, but they also did not make relative gains. The smallest gain in both an absolute and relative sense was for reading by LM/LEP students. LM/EP students generally made slightly larger gains than did the other groups.

Table 26
Reading and Mathematics Estimated BY to FU1 Gain, by LM/LEP Definition and LM/LEP Status*

LM/LEP Definition	LM/LEP Status	Estimated Gain Score	
		Reading	Mathematics
Inclusive/ Student	LM/LEP	2.3	5.3
	LM/EP	2.4	5.2
	Non-LM	2.2	5.0
Exclusive/ Teacher	LM/LEP	1.6	4.8
	LM/EP	2.6	5.5
	Non-LM	2.2	5.0

* Based on longitudinal eighth and tenth grade sample, weighted by longitudinal panel weight.

APPENDIX A
DEVELOPMENT OF NELS:88 LM/LEP DEFINITIONS

This appendix presents the results of the detailed analyses performed in support of the decisions on appropriate definitions for LM/LEP youth based on the data available in the NELS:88 data base through the release of first followup survey data. These analyses supplement the ones presented in the body of the report, and this appendix is not intended as a stand-alone presentation of the issues involved in defining LM/LEP status. The first section of this appendix discusses LM definitions and is based largely on base year (BY) data. The second section's focus is on LEP definitions and presents analyses of first followup (FU1) and base year items and data.

A.1 Language Minority (LM) Status

Agreement between Teachers and Students

Table A.1 is a crosstabulation of teachers' and students' responses for 3,715 base year cases identified as LM by BYLM.[1] The responses of the student and both of his/her teachers agreed for only 677 cases of the 3,715 identified cases. BYLM classified the remaining 3,038 students as LM when there was either a direct contradiction between the sources or when the response from one source was unknown.

Table A.2 presents student and teacher responses to the LM-classification base year student questionnaire items along with frequencies for Bradby's second definition[2] and the number of students in each category according to whether BYS21 or BYS22 is used to represent the student response. With BYS21 (i.e., another language is sometimes spoken at home), the count of Recognized LM students is 1,235; with BYS22 (i.e., the language usually spoken at home is non-English), 1,138 Recognized LM students are counted. In parallel, 4,565 cases can be labeled Non-recognized LM with BYS21, but only 2,477 cases receive this label with BYS22 (see shaded cells). This suggests that at least some of the poor recognition of LM students by teachers that Bradby reports is exaggerated simply because of the inconsistent definition of LM presented in the items. It is also important to note that either 1,226 (based on BYS21) or 1,603 (using BYS22) of the students in the base year sample are basically ignored by Bradby's second LM definition (the rows without a "Bradby's second definition" label).

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[1] Item descriptions and frequencies for all NELS:88 items cited in this appendix are presented in Appendix B; variables constructed during the present research are discussed in the body of the report, and their construction is summarized in this appendix.

[2] See Section I.1 in the report for a discussion of Bradby's study.

Table A.1
Agreement on LM Status Between Students and Their Teachers for Students Identified as LM by BYLM (Teacher's BYT1_11 and Students' BYS22 Responses)

BYS22: Student: Language usually spoken by people in R's home.	BYT1_11: Two Teachers: Student is language minority				
	Teachers Agree: Yes	Teachers Disagree	Teachers Agree: No	Teachers Agree: Unknown	Total
No (i.e., English)	258	327	.	.	585
Yes (i.e., other language)	677	461	1,433	486	3.057
Unknown	45	28	.	.	73
Total	980	816	1,433	486	3,715

Table A.2
Classification of Student and Teacher Responses to LM Items, Bradby's Second LM Definition, and Distribution of Students in Each Category According to BYS21 and BYS22

Student Response	Teacher Response (BYT1_11)	Bradby's Second Definition	Frequency Based on:	
			BYS21	BYS22
Yes	Yes	Recognized LM	1,235	1,138
Yes	No	Non-Recognized LM	3,601	1,433
Yes	Unknown	Non-Recognized LM	762	486
No	Yes	Non-Recognized LM	201	585
No	No	Recognized Non-LM	17,573	19,281
No	Unknown	?	1,170	1,413
Unknown	Yes	Non-Recognized LM	1	73
Unknown	No	?	51	152
Unknown	Unknown	?	5	38
Total			24,599	24,599

Parents' Perspectives on LM Status

For parents, the most appropriate LM item is BYP22A, which asks "Is any language other than English spoken in your home?"). Table A.3 shows the frequencies of parents' responses to this item.[3] For the purpose of this exercise, the item has been recoded as follows: LM = parents who said another language is used at home, NLM = parents who report English only at home, and UNK = unknown for all other responses. BYP22A generates 4,359 LM students. The key figure on the table, however, is the 1,996 unknown cases due to high rates of parent non-response.

Table A.3
Frequency of Parent Questionnaire LM Item BYP22A, Calculated in Terms of Student Sample[a]

BYP22A: Is any language other than English spoken in your home?		
Item Response	LM Category	Frequency
No (English only)	NLM	18,244
Yes (other language)	LM	4,359
Missing item or case, etc.[a]	UNK [unknown]	1,996

[a] This recode includes 1,948 parent cases missing from the parent sample in comparison to the student sample.

Agreement on LM Status among Students, Teachers, and Parents

Table A.4 shows the results from the cross-classification of the student, teacher, and parent responses. For student responses, we have recoded LANGHOME into 3 categories: primarily non-LM (NLM) = Classes 1 and 2; LM = Class 3; and unknown (UNK) = Classes 4 and 5.[4] For teachers, the categories are NLM (i.e., one or both teachers said "no" to BYT1_11), LM (i.e., both teachers said "yes" or one said "yes" and there other is unknown), disagree (DIS) (i.e., one teacher said "yes" and the other teacher said "no"), and unknown (UNK) (i.e., responses were unknown for both teachers). BYP22A is coded as in Table A.3, above. This recoding scheme is used so that the student classifications will match the teachers' ratings in terms of a non-English language being usually the language spoken at home. For parents, however, there is no way to recode BYP22A to account for the fact that they were not asked about the usual language.

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[3] There is a large number of unknown cases in BYP22A because some parents did not participate in the base year survey (i.e., 1,948 students lack a matching parent in the database).

[4] Class 4 of LANGHOME is conservatively labeled "unknown" here; as explained in Section I.1 of the report, a large proportion of these students with missing BYS22 data is likely to be LM.

The long list of situations that results from this classification illustrates one substantial difficulty of this approach: i.e., when the sources disagree, labelling the classes can be rather difficult. For example, Bradby introduced the dimension "recognized and non-recognized LM" to account for divergent responses between teachers and students. Now, by also including parent data, it is necessary to add another dimension of "confirmed or denied LM by parents." In fact, among the cases where parents and their children answered the items, they disagreed in 2,199 of the sets. The situations get even more complex when the teachers are considered: to illustrate this situation, there are 119 students in the class NLM-DIS-NLM, in which the student said "no," the parent said "no," and one teacher said "no" but the other teacher said "yes." The "no" responses here certainly out numbered the single "yes" response.[5] In other situations, the resolution is even less straightforward. For example, in the class LM-DIS-NLM (where the student said "yes," teachers disagreed, and parent said "no") there is an even split of responses. Furthermore, there is no easy solution on how to handle cases for whom one or more sources of data is missing. Careful handling of cases with missing data is especially important because it is possible that LM students and their parents may be more prone than non-LMs to not respond to all items and/or have difficulties following jumps and skips of the instrument.

Student-Reported Base Year LM Status

We believe combining LANGHOME and LANGBEF[6] provides us the advantages of the two LM definitions and ameliorates some of their unique disadvantages. Table A.5, a crosstabulation of LANGHOME and LANGBEF, shows that there are 2,103 students who meet both of the LM criteria of the Bilingual Education Act, i.e., whose first language is non-English and at whose home a non-English language is usually spoken (bold cell entry). We feel having to meet both criteria, however, is too restrictive.

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[5] While definitions are not usually developed by "majority vote," this example illustrates a problem with the general approach of combining data from multiple sources in an imperfect world; it is also interesting to note that these 119 students would be classified as LM by the BYLM variable.

[6] These two variables were developed for this study. LANGHOME (language at home) is based on BYS21 and BYS22, the two items from the base year student survey that pertain most directly to language use at home, with five resulting categories:
English Only (BYS21=2); Usually English (BYS21=1 and BYS22=1); Usually non-English language (BYS21=1 and BYS22=2 through 13); Usual language unknown (BYS21=1 and BYS22=96,97,98); and Home language unknown (BYS21=6,7,8 and BYS22=96,97,98). LANGBEF (language before school) is based on items BYS17 and BYS18: Spoke English only before school (BYS17=2); Spoke other language but spoke English first (BYS17=1 and BYS18=1); Spoke non-English language first (BYS17=1 and BYS18=2 through 13); Unknown first language (BYS17=1 and BYS18=96,97,98); and Unknown language before school (BYS17=6,7,8 and BYS18=96,97,98).

Table A.4
LM Classifications Based on Responses by Students, Teachers, and Parents

Combined LM Classification[a]			Frequency
Student	Teacher	Parent	
NLM	NLM	NLM	16,942
NLM	NLM	LM	1,398
NLM	NLM	UNK	941
NLM	DIS	NLM	119
NLM	DIS	LM	180
NLM	DIS	UNK	28
NLM	LM	NLM	56
NLM	LM	LM	160
NLM	LM	UNK	42
NLM	UNK	NLM	753
NLM	UNK	LM	171
NLM	UNK	UNK	489
LM	NLM	NLM	261
LM	NLM	LM	1,012
LM	NLM	UNK	160
LM	DIS	NLM	6
LM	DIS	LM	412
LM	DIS	UNK	43
LM	LM	NLM	6
LM	LM	LM	573
LM	LM	UNK	98
LM	UNK	NLM	17
LM	UNK	LM	317
LM	UNK	UNK	152
UNK	NLM	NLM	73
UNK	NLM	LM	65
UNK	NLM	UNK	14
UNK	DIS	NLM	1
UNK	DIS	LM	23
UNK	DIS	UNK	4
UNK	LM	NLM	2
UNK	LM	LM	36
UNK	LM	UNK	7
UNK	UNK	NLM	8
UNK	UNK	LM	12
UNK	UNK	UNK	18

[a] NLM = non-language minority; LM = language minority; DIS = teachers disagree; UNK = unknown.

Table A.5 also indicates a total of 3,927 students whose first language is non-English (LANGBEF=3) *or* at whose home a non-English language is usually spoken (LANGHOME=3) can be identified as LM (underlined cell entries). This provides, in our view, a moderately exclusive definition of LM status, one which probably underidentifies LM young people to an unknown extent. A more inclusive definition, which encompasses 6,232 respondents (shaded cells), can be constructed; in this definition, LANGHOME may equal 2, 3, or 4, and LANGBEF can be 2, 3, or 4. This definition probably over-identifies LM students, also to an unknown extent.

First Followup Supplementary Student Sample

The LM combinations based on LANGHOME and LANGBEF are not available for the supplementary sample of FU1 tenth graders who were not in the eighth grade for the BY survey, simply because the necessary items to construct LANGHOME were not presented to the students. For these students, an "inclusive" form of LANGBEF based on items F1N11 and F1N12 is used by itself. Table A.6 presents the frequency of F1N11 as recoded for LANGBEF.

Table A.5
Crosstabulation of LANGHOME (Language Used at Home) and LANGBEF (First Language Learned Before School)

LANGHOME (Language Used at Home)	LANGBEF (First Language Learned Before School)					
	English Only	English First	Other First	First Unknown	Unknown	Total
Only English	18,233	251	314	49	97	18,944
Usually English	1,409	367	506	42	11	2,335
Usually Other	723	177	2,103	39	15	3,057
Other Unknown	71	13	48	89	0	221
Unknown	14	1	2	2	23	42
Total	20,450	809	2,973	221	146	24,599

Table A.6
LANGBEF: Tenth Grade Supplement Students' Language Before School, based on F1N11 and F1N12

LANGBEF	Frequency
English Only	1,594
English First, Not Only	27
Non-English First	146
First Language Unknown	42
Unknown	31

A.2 Limited English Proficiency

Agreement between Teachers and Students

Table A.7 crosstabulates base year counts of STLEP and TLEP[7] for those students identified as LEP by BYLEP. Using either the student or the teacher's evaluation, BYLEP labeled 642 students as LEP; however, both teachers' evaluations and the student's self report overlapped for only 27 cases of the 642.[8]

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[7]

STLEP	"valid skip"	If all BYS27A-D=9;
	"LEP"	If the student responded "not very well" to any one of the four items BYS27AD;
	"unknown"	If student responses to all BYS27A-D items=6,7,8; and
	"EP"	Otherwise.
TLEP	"disagree"	If one teacher said "yes" and the other "no" (BYT1_12);
	"yes"	If both teachers said "yes" or one said "yes and there was no valid response from the other (BYT1_12);
	"no"	If both teachers said "no" or one said "no" and there was no valid response from the other (BYT1_12);
	"unknown"	If there are no valid responses from both teachers (BYT1_12).

[8] A second problem with BYLEP appears to be the result of careless programming in handling the "missing" response categories. There are 270 students labeled as LEP status "unknown" on BYLEP, yet 268 of these students had actually responded "no" to BYS21 (i.e., that the language at home is English only), and these students had been instructed on the questionnaire to skip items BYS22 through BYS30. Therefore, their nonresponse to BYS27A-D should have been coded as a valid skip, and these students should have been labelled "EP," not "unknown." In addition, there are 9 other base year students who were labelled "EP" by the programming that created BYLEP, who, according to our recode of STLEP and TLEP, should have been "unknown." The miscoding arose because students with no corresponding teacher records were treated as if their teachers had responded "no."

BY Student Self-Reported LEP Status

Table A.8 (on the next page) shows the student responses to the four items BYS27A-D, recoded as P=proficiency (i.e., very well, pretty well, or well) or LP=limited proficiency (not very well). Recoded in that manner, the items generate only 140 limited proficiency cases. Table A.9 (on page A-10) presents data from the same student items, but with the break between proficiency and limited proficiency placed at the other end of the responses, i.e., proficiency=P (very well) and limited proficiency=LP (pretty well, well, not very well). This recoding generates 1,621 limited proficiency cases including 597 respondents who are LP on all four items. The numbers of LP cases displayed by both of the tables appear extreme, at least in comparison with the number of cases produced through the use of other items.

Table A.7
Crosstabulation of STLEP by TLEP, Controlling for BYLEP=LEP

STLEP: Student LEP Status, based on BYS27A-D	TLEP: Teacher Reported Student LEP Status, based on BYT1_12				
	English Proficient	Disagree	Limited English	Unknown	Total
Logical Skip	0	139	56	0	195
English Proficient	0	182	121	0	303
Limited English	69	15	27	27	138
Unknown	0	1	5	0	6
Total	69	337	209	27	642

Table A.8
Patterns of Students' Responses to Items BYS27A-D on Their Own Levels of English Proficiency
"Restrictive" LP Definition*

BYS27A Understanding	BYS27B Speaking	BYS27C Reading	BYS27D Writing	Frequency
P	P	P	P	5378
P	P	P	LP	21
P	P	P	UNK	2
P	P	LP	P	14
P	P	LP	LP	18
P	P	UNK	P	1
P	P	UNK	UNK	1
P	LP	P	P	19
P	LP	P	LP	3
P	LP	LP	P	5
P	LP	LP	LP	6
P	UNK	P	P	2
P	UNK	UNK	UNK	4
LP	P	P	P	7
LP	P	P	LP	2
LP	P	LP	P	3
LP	P	LP	LP	3
LP	LP	P	P	5
LP	LP	P	LP	5
LP	LP	LP	P	4
LP	LP	LP	LP	20
LP	UNK	UNK	UNK	1
UNK	P	P	P	1
UNK	P	UNK	LP	1
UNK	P	UNK	UNK	3
UNK	LP	UNK	LP	1
UNK	UNK	UNK	UNK	125
Total				5,655

*P=Proficiency=Very well, pretty well, or well; LP=limited proficiency=not very well.

Table A.9
Patterns of Students' Responses to Items BYS27A-D on Their Own Levels of English Proficiency "Expansive" LP Definition*

BYS27A Understanding	BYS27B Speaking	BYS27C Reading	BYS27D Writing	Frequency
P	P	P	P	3900
P	P	P	LP	173
P	P	P	UNK	1
P	P	LP	P	83
P	P	LP	LP	161
P	P	UNK	P	1
P	LP	P	P	122
P	LP	P	LP	81
P	LP	LP	P	39
P	LP	LP	LP	156
P	LP	LP	UNK	1
P	LP	UNK	UNK	1
P	UNK	P	P	1
P	UNK	LP	LP	1
P	UNK	UNK	UNK	3
LP	P	P	P	41
LP	P	P	LP	11
LP	P	LP	P	10
LP	P	LP	LP	25
LP	LP	P	P	49
LP	LP	P	LP	37
LP	LP	LP	P	28
LP	LP	LP	LP	597
LP	UNK	UNK	UNK	2
UNK	P	P	P	1
UNK	P	UNK	UNK	2
UNK	LP	UNK	LP	2
UNK	LP	UNK	UNK	1
UNK	UNK	UNK	UNK	125
Total				5,655

*P=Proficiency=Very well; LP=limited proficiency=pretty well, well, not very well.

1110

Relationships between Base Year LM and LEP Definitions

Previous analyses of NELS:88 base year data apparently made few efforts to examine the consistency between their LM and LEP classifications, despite the [implied] federal definition that a LEP child, for purposes of determining federal eligibility, must also be a LM child. As a result of not checking for consistency, some students have been labeled LEP who also were labeled non-LM. Two examples illustrate this situation. First, Table A.10 crosstabulates BYLM and BYLEP and shows 167 students are LEP but non-LM. Second, Table A.11, which crosstabulates BYS21 and TLEP (i.e., effectively Bradby's LEP definition criteria), shows 195 (i.e., 139+56) students as non-LM but LEP.

Table A.10
Crosstabulation of BYLM with BYLEP

BYLM (Language Minority Composite)	BYLEP (Limited English Proficiency Composite)			
	Student is non-LEP	Student is LEP	Unknown	Total
Student is non-LM	20,442	167	267	20,876
Student is LM	3,239	474	2	3,715
Unknown	6	1	1	8
Total	23,687	642	270	24,599

Table A.11
Crosstabulation of Item BYS21 with TLEP

BYS21 (Language other than English in home?)	TLEP (Recoding of Item BYT1_12)				
	Agree-EP	Disagree	Agree-LEP	Unknown	Total
No-Only English	17,586	139	56	1,163	18,944
Yes-Other Language	4,589	197	153	674	5,613
Unknown	37	1	0	4	42
Total	22,212	337	209	1,841	24,599

Table A.12 presents a closer examination of inconsistencies among teachers' responses during the base year; it is a crosstabulation of teachers' responses to the items BYT1_11 and BYT1_12. This comparison found 245 instances (out of 653 LEP identifications) in which one of the student's teachers answered that a student was LEP but non-LM (shaded cell in the table).[9] The inconsistencies in the teachers' responses may be partially explained by the fact that the definitions of LM and LEP provided to them in their questionnaire instructions are themselves inconsistent:

> *Language Minority (LM)*: A student in whose home a non-English language is typically spoken. Such students may include those whose English is fluent enough to benefit from instruction in academic subjects offered in English as well as students whose English proficiency is limited.[10]
>
> *Limited English Proficient (LEP)*: A student whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction in English.

These two definitions ask for different types of information from the teachers. The definition of LM asks teachers to evaluate typical language use in the student's home, but the definition of LEP asks about the native language of the student (not her/his language at home) and its effects on the student's ability to benefit from instruction.

Table A.12
Crosstabulation of Items BYT1_11 with BYT1_12

BYT1_11 (Language Minority Evaluations by Each Teacher)	BYT1_12 (Limited English Proficiency Evaluations by Each Teacher)			
	Limited English Proficient	English Proficient	Unknown	Total
Language Minority	374	1,840	110	2,324
Non-Language Minority	245	39,172	327	39,744
Unknown	34	773	1,637	2,444
Total	653	41,785	2,074	44,512

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[9] There are 44,512 teacher's ratings of the sampled students because most students were evaluated by two teachers.

[10] Although the same definition is used in the FU1 codebook, the actual LM definition provided on the FU1 teacher questionnaire is significantly different. It reads: "A language minority student is a fully English proficient [emphasis added] student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from academic subjects offered in English."

A.3 Handling Missing Data in the Classification Variables

Throughout this report, we have emphasized the importance of careful handling of missing data because it is likely that the LM/LEP students would have more difficulty than English proficient students following the instructions on the questionnaire, and therefore, would be likely to fail to complete the items at a higher-than-average rate. Keeping the nonrespondents in separate categories enables analysts to track how individual students are classified; however, the presence of many small subgroups also complicates analyses. This section examines ways to handle the item nonresponses.

There are a number of methods available to handle item nonresponses in surveys, a common method being item imputation.[11] The data items involved in the definitions and the amount of missing data on each item are listed in Table A.13. For most items, the amount of missing data is small but the percentage of missing responses increases substantially when students face skip patterns (e.g., from BYS17 to BYS18). The largest percentage of missing values is for BYS30H, where the missing rate is over 40 percent.

To assign a suitable analysis value to the nonresponses on these items, a hot-deck imputation procedure can be applied. There are many variety of hot-deck imputations. For example, WESDECK (Westat-developed imputation software) could be used here for conducting hot-deck imputation. WESDECK begins by sorting respondents and nonrespondents in the order of the imputation classes (homogeneous subgroups with similar characteristics). Where possible, imputations are performed within classes; but, where necessary, a donor may be located from a neighboring class. Donors may be sought outside a class either because there is no donor within the class, or because donors within the class have already been used to donate their values the maximum number of times that has been specified. In the imputation step, the exact number of donors is located for each cell that requires imputation, and the donors are randomly matched with the recipients.

The advantage of using imputation to complete a data item is that it simplifies analyses, and all students can be uniquely classified. However, imputation is a form of prediction, and prediction is always subject to error. Therefore, imputation flags should be added to indicate the data elements that are imputed. Analysts using the data can decide whether to include the imputed values for their particular analysis.

We plan to use imputation in subsequent analyses of these data. Missing data on the language items of the FU1 sample can be handled using data about the use and proficiency of the English language at eighth grade (from the BY student questionnaire or the FU1 new student supplement) can be used as auxiliary variables to help predict language use and proficiency at tenth grade. For students and dropouts in the longitudinal cohort, their responses to the language items in the BY questionnaire can be used as auxiliary variables in the imputation model to predict missing responses on the language items at tenth grade. For the new students in the new student supplement provided information similar to the BY questionnaire. Therefore, the new student supplement can be used as an auxiliary source of information.

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[11] Kalton, G. and Kasprzyk, D. (1986). The treatment of missing survey data. *Survey Methodology*, 12, 1-16.

Table A.13
Percent of Missing Data (Item Nonresponse) for LM/LEP Classification Items: NELS:88 BY and FU1 Surveys

Item Number	Item Label	Percent Missing Among Eligible Respondents			
		BY Students	FU1 Long. Students	FU1 Dropouts	FU1 Sup. Students
BYS17, BYS17, BYS17, F1N11	Other language used before school	0.6			2.8
BYS18, BYS18, BYS18, F1N12	First language learned before school	8.4			17.1
BYS21, F1S54, F1D41, na	Other language used in home	0.2	0.7	0.0	na
BYS22, F1S55A, F1D42A, na	Language usually used in home	3.5	11.5	7.3	na
BYS27A, F1S57A, F1D44A, F1N17A	How well understands English	2.3	11.3	0.3	6.9
BYS27B, F1S57B, F1D44B, F1N17B	How well speaks English	2.3	11.3	0.7	6.9
BYS27C, F1S57C, F1D44C, F1N17C	How well reads English	3.7	11.3	0.7	6.9
BYS27D, F1S57D, F1D44D, F1N17D	How well writes English	3.8	11.3	0.7	6.9
BYS29, BYS29, BYS29, F1N18	Ever participated in language assistance program	6.5			41.5
BYS30H, F1S58, F1D45, F1N19J	Participated in language assistance program in this grade	41.1	11.9	38.8	68.6
BYT1_12, F1T1_12, F1T1_12, F1T1_12	Teachers' LEP ratings	7.5			

APPENDIX B
ITEM FLOW AND FREQUENCY DISTRIBUTIONS OF NELS:88 ITEMS DISCUSSED IN THE REPORT

NELS:88 Codebook Extract

This appendix provides detailed background information about selected survey items presented to the NELS:88 youth, teacher, and parent samples. Figures B.1 and B.2 are flow charts that illustrate the pattern of data items and skips for students and dropouts in the base year survey and the first followup surveys. The balance of the appendix presented unweighted frequencies for the items discussed in the other sections of this report.

Figure B.1

Structure of the Language Items in the Base-Year Student Questionnaire

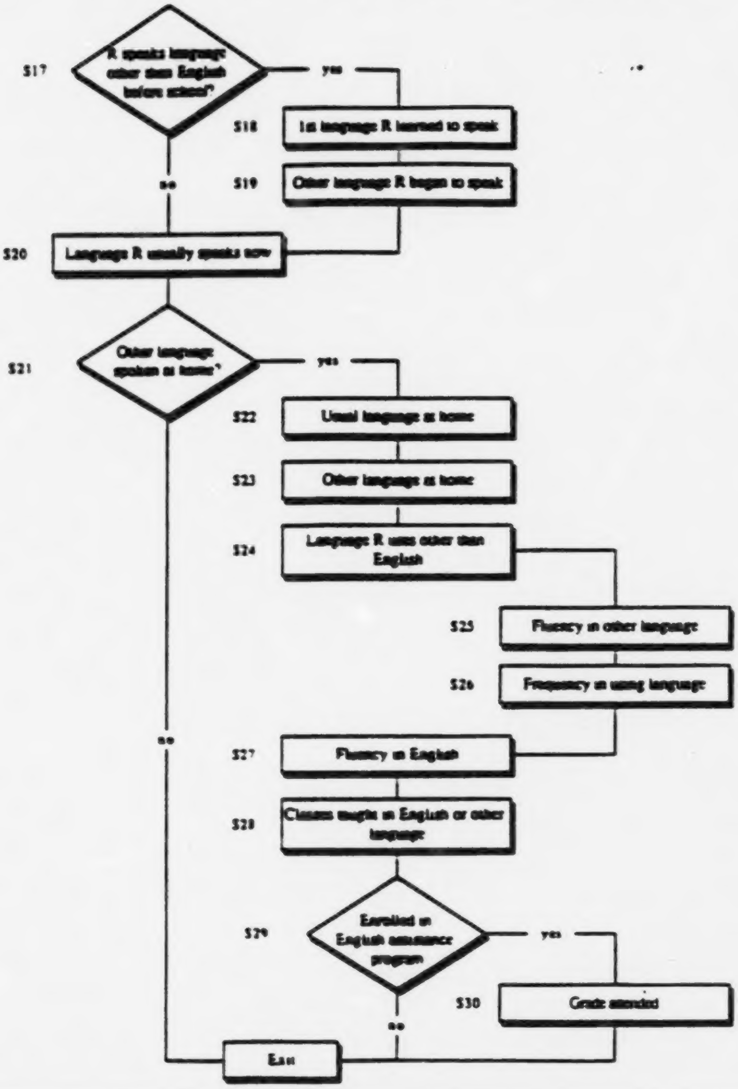
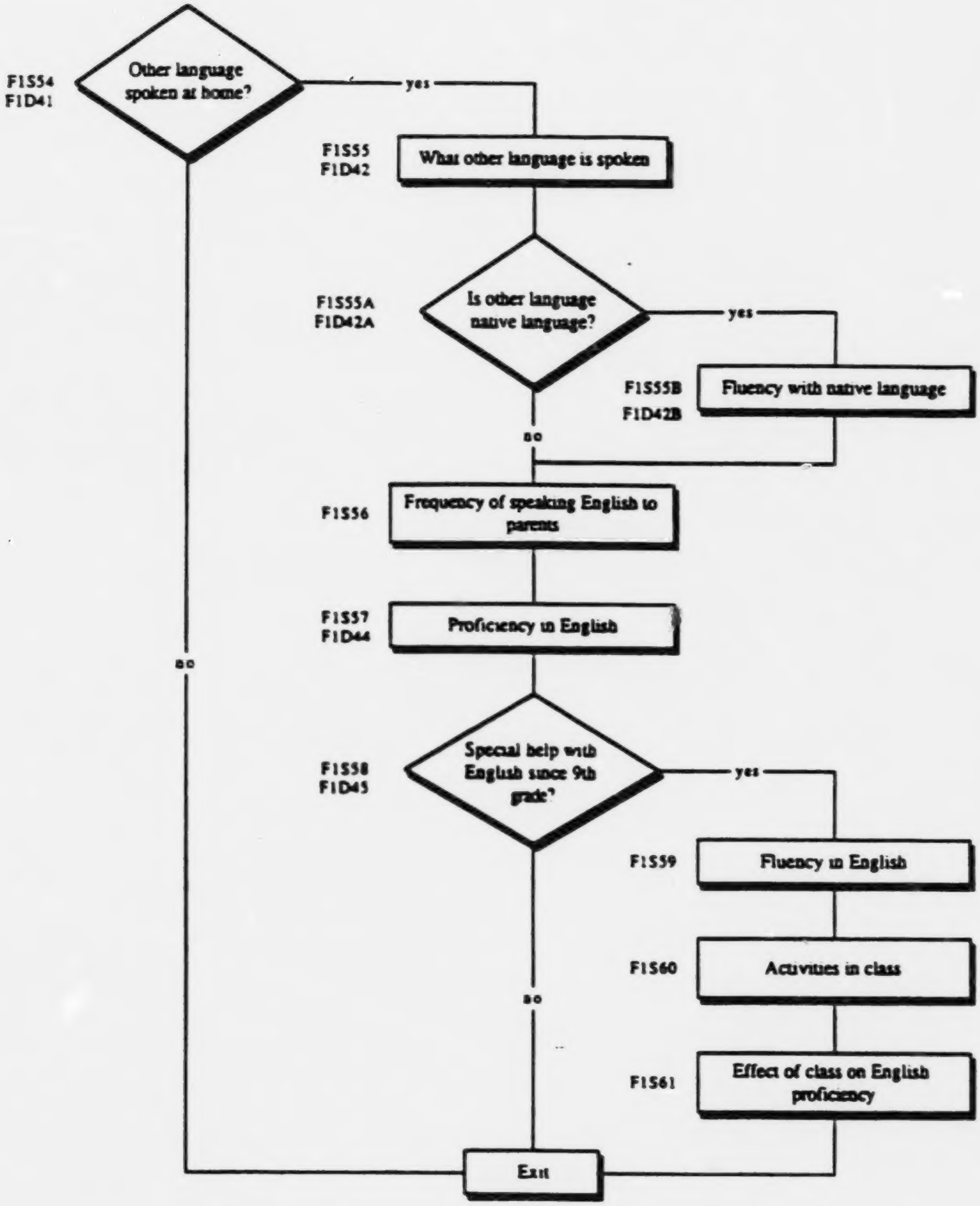

S17
R speaks language other than English before school?
yes
S18
1st language R learned to speak
S19
Other language R began to speak
no
S20
Language R usually speaks now
S21
Other language spoken at home?
yes
S22
Usual language at home
S23
Other language at home
S24
Language R uses other than English
S25
Fluency in other language
S26
Frequency in using language
no
S27
Fluency in English
S28
Classes taught in English or other language
S29
Enrolled in English assistance program
yes
S30
Grade attended
no
Exit

Figure B.2

Structure of the Language Items in the FU1 - Student and Dropout Questionnaire


F1S54
F1D41
Other language spoken at home?
yes
F1S55
F1D42
What other language is spoken
F1S55A
F1D42A
Is other language native language?
yes
F1S55B
F1D42B
Fluency with native language
no
F1S56
Frequency of speaking English to parents
F1S57
F1D44
Proficiency in English
no
F1S58
F1D45
Special help with English since 9th grade?
yes
F1S59
Fluency in English
F1S60
Activities in class
no
F1S61
Effect of class on English proficiency
Exit

****

Variable: **BYLEP** **LIMITED ENGLISH PROFICIENCY COMPOSITE**
Module: 1S2 Position: 435-435

BYLEP specifies whether the student had Limited English Proficiency. It was constructed from the student self-evaluation and the teacher evaluations for proficiency in using the English language. BYLEP was set to 1 if the student responded to any of BYS27A, BYS27B, BYS27C, or BYS27D with 4 ("Not very well"), or if either teacher marked yes to BYT1_12, which asks if the student is a Limited English Proficiency student. If both the student responses to BYS27A-D and the teacher response to BYT1_12 were missing, BYLEP was set to missing. It was 0 otherwise. The values for BYLEP are:

0 = The student is not reported to be Limited English Proficient
1 = The student is self-reported as Limited English Proficient or so reported by one of his or her teachers
8 = Missing

Label	Code	Frequency	Percent Raw	Percent WGTD
The student is not reported to be Limited English Proficiency....................	0	23687	96.3%	97.7%
The student is self-reported as Limited English Proficiency or so reported by one of his or her teachers...............	1	642	2.6%	2.3%
MISSING.....................	8	270	1.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

****

Variable: **BYLM** **LANGUAGE MINORITY COMPOSITE**
Module: 1S2 Position: 436-436

BYLM specifies whether the student was classified as Language Minority (from a home in which a language other than English is typically spoken). If either teacher answered yes to BYT1_11, or if the student response to BYS22 indicated a language other than English was usually spoken in the home (values 2-13), the student was classified as Language Minority. If both the student response to BYS22 and his or her teachers' response to BYT1_11 were missing, the value for BYLM was set to missing. It was 0 otherwise. It is important to take account of student self-reports of language minority status, since the base year data suggest that teachers underreported the language minority status of Hispanics, Asians, and other groups as well. The values for BYLM are:

0 = The student is not classified Language Minority
1 = The student is classified Language Minority
8 = Missing

Label	Code	Frequency	Percent Raw	Percent WGTD
The student is not considered Language Minority.............	0	20876	84.9%	88.3%
The student is classified Language Minority.............	1	3715	15.1%	11.7%
MISSING.....................	8	8	.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

BASE YEAR COMPOSITE ITEMS

* * *

Variable: **BYLEP** **LIMITED ENGLISH PROFICIENCY COMPOSITE**
Module: 1S2 Position: 435-435

BYLEP specifies whether the student had Limited English Proficiency. It was constructed from the student self-evaluation and the teacher evaluations for proficiency in using the English language. BYLEP was set to 1 if the student responded to any of BYS27A, BYS27B, BYS27C, or BYS27D with 4 ("Not very well"), or if either teacher marked yes to BYT1_12, which asks if the student is a Limited English Proficiency student. If both the student responses to BYS27A-D and the teacher response to BYT1_12 were missing, BYLEP was set to missing. It was 0 otherwise. The values for BYLEP are:

0 = The student is not reported to be Limited English Proficient
1 = The student is self-reported as Limited English Proficient or so reported by one of his or her teachers
8 = Missing

Label	Code	Frequency	Percent Raw	Percent WGTD
The student is not reported to be Limited English Proficiency..................	0	23687	96.3%	97.7%
The student is self-reported as Limited English Proficiency or so reported by one of his or her teachers..............	1	642	2.6%	2.3%
MISSING....................	8	270	1.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

* * *

Variable: **BYLM** **LANGUAGE MINORITY COMPOSITE**
Module: 1S2 Position: 436-436

BYLM specifies whether the student was classified as Language Minority (from a home in which a language other than English is typically spoken). If either teacher answered yes to BYT1_11, or if the student response to BYS22 indicated a language other than English was usually spoken in the home (values 2-13), the student was classified as Language Minority. If both the student response to BYS22 and his or her teachers' response to BYT1_11 were missing, the value for BYLM was set to missing. It was 0 otherwise. It is important to take account of student self-reports of language minority status, since the base year data suggest that teachers underreported the language minority status of Hispanics, Asians, and other groups as well. The values for BYLM are:

0 = The student is not classified Language Minority
1 = The student is classified Language Minority
8 = Missing

Label	Code	Frequency	Percent Raw	Percent WGTD
The student is not considered Language Minority.............	0	20876	84.9%	88.3%
The student is classified Language Minority.............	1	3715	15.1%	11.7%
MISSING....................	8	8	.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

```
*****************************************************************
Variable:  BYS20      LANGUAGE R USUALLY SPEAKS NOW
Module: 1S1          Position: 34-35

 What language do you USUALLY speak NOW?  (MARK ONE)

                                                         Percent
  Label                              Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
English.......................         1     23304   94.7%  97.8%
Spanish.......................         2       327    1.3%   1.5%
Chinese.......................         3        30     .1%    .1%
Japanese......................         4         9     .0%    .0%
Korean........................         5        14     .1%    .0%
A Filipino language...........         6        25     .1%    .1%
Italian.......................         7         7     .0%    .0%
French........................         8        52     .2%    .2%
German........................         9         7     .0%    .0%
Greek.........................        10         2     .0%    .0%
Polish........................        11         3     .0%    .0%
Portuguese....................        12         4     .0%    .0%
Other (specify)...............        13        87     .4%    .2%
  MULTIPLE RESPONSE...........        96       268    1.1% (MISS)
  MISSING.....................        98       460    1.9% (MISS)
                                              ----  ------ ------
 TOTALS:                                     24599  100.0% 100.0%


*****************************************************************
Variable:  BYS21      ANY OTHER LANGUAGE SPOKEN IN R'S HOME
Module: 1S1          Position: 36-36

 Is any language other than English spoken in your home?
 (MARK ONE)

                                                         Percent
  Label                              Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
Yes...........................         1      5598   22.8%  17.8%
No............................         2     18944   77.0%  82.2%
  MULTIPLE RESPONSE...........         6         1     .0% (MISS)
  REFUSAL.....................         7         2     .0% (MISS)
  MISSING.....................         8        54     .2% (MISS)
                                              ----  ------ ------
 TOTALS:                                     24599  100.0% 100.0%
```

```
*********************************************************************
Variable:  BYS20      LANGUAGE R USUALLY SPEAKS NOW
Module: 1S1          Position: 34-35

 What language do you USUALLY speak NOW?  (MARK ONE)

                                                          Percent
  Label                                Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
English.......................           1      23304   94.7%  97.8%
Spanish.......................           2        327    1.3%   1.5%
Chinese.......................           3         30     .1%    .1%
Japanese......................           4          9     .0%    .0%
Korean........................           5         14     .1%    .0%
A Filipino language...........           6         25     .1%    .1%
Italian.......................           7          7     .0%    .0%
French........................           8         52     .2%    .2%
German........................           9          7     .0%    .0%
Greek.........................          10          2     .0%    .0%
Polish........................          11          3     .0%    .0%
Portuguese....................          12          4     .0%    .0%
Other (specify)...............          13         87     .4%    .2%
  MULTIPLE RESPONSE...........          96        268    1.1% (MISS)
  MISSING.....................          98        460    1.9% (MISS)
                                                 ----  ------ ------
 TOTALS:                                        24599  100.0% 100.0%


*********************************************************************
Variable:  BYS21      ANY OTHER LANGUAGE SPOKEN IN R'S HOME
Module: 1S1          Position: 36-36

 Is any language other than English spoken in your home?
 (MARK ONE)

                                                          Percent
  Label                                Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
Yes...........................           1       5598   22.8%  17.8%
No............................           2      18944   77.0%  82.2%
  MULTIPLE RESPONSE...........           6          1     .0% (MISS)
  REFUSAL.....................           7          2     .0% (MISS)
  MISSING.....................           8         54     .2% (MISS)
                                                 ----  ------ ------
 TOTALS:                                        24599  100.0% 100.0%
```

```
*****************************************************************
Variable:  BYS27C       HOW WELL R READS ENGLISH
Module: 1S1          Position: 58-58
 How well do you do the following?  (MARK ONE EACH)
 How well do you read English?
                                                   Percent
  Label                              Code  Frequency  Raw  WGTD
-------------------------------------------------------------
Very well....................          1      4417   18.0%  80.3%
Pretty well..................          2       789    3.2%  13.9%
Well.........................          3       239    1.0%   4.5%
Not very well................          4        73     .3%   1.3%
  MISSING....................          8       137     .6% (MISS)
  LEGITIMATE SKIP............          9     18944   77.0% (MISS)
                                              ----  ------ ------
 TOTALS:                                     24599  100.0% 100.0%

*****************************************************************
Variable:  BYS27D       HOW WELL R WRITES ENGLISH
Module: 1S1          Position: 59-59
 How well do you do the following?  (MARK ONE EACH)
 How well do you write English?
                                                   Percent
  Label                              Code  Frequency  Raw  WGTD
-------------------------------------------------------------
Very well....................          1      4275   17.4%  77.6%
Pretty well..................          2       894    3.6%  15.9%
Well.........................          3       270    1.1%   5.0%
Not very well................          4        80     .3%   1.5%
  MISSING....................          8       136     .6% (MISS)
  LEGITIMATE SKIP............          9     18944   77.0% (MISS)
                                              ----  ------ ------
 TOTALS:                                     24599  100.0% 100.0%

*****************************************************************
Variable:  BYS29        R EVER IN A LANGUAGE ASSISTANCE PROGRAM
Module: 1S1          Position: 78-78

 Were you ever enrolled in an English language/language
 assistance program, that is, a program for students
 whose native language is not English?  (MARK ONE)
                                                   Percent
  Label                              Code  Frequency  Raw  WGTD
-------------------------------------------------------------
Yes..........................          1       877    3.6%  15.7%
No...........................          2      4139   16.8%  84.3%
  MISSING....................          8       639    2.6% (MISS)
  LEGITIMATE SKIP............          9     18944   77.0% (MISS)
                                              ----  ------ ------
 TOTALS:                                     24599  100.0% 100.0%
```

```
***********************************************************************
Variable:  BYS30A     ENROLLED IN LANG ASSISTANCE PGM 1ST GRD
Module: 1S1          Position: 79-79

 In which grade(s) were you enrolled in this type of program?
 (MARK ALL THAT APPLY)
1st grade
                                                        Percent
  Label                             Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
Yes..........................        1       381     1.5%  38.6%
No...........................        2       512     2.1%  61.4%
  MISSING....................        8       623     2.5% (MISS)
  LEGITIMATE SKIP............        9     23083    93.8% (MISS)
                                           ----   ------ ------
 TOTALS:                                   24599  100.0% 100.0%

***********************************************************************
Variable:  BYS30B     ENROLLED IN LANG ASSISTANCE PGM 2ND GRD
Module: 1S1          Position: 80-80
 In which grade(s) were you enrolled in this type of program?
 (MARK ALL THAT APPLY)
2nd grade
                                                        Percent
  Label                             Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
Yes..........................        1       349     1.4%  36.2%
No...........................        2       544     2.2%  63.8%
  MISSING....................        8       623     2.5% (MISS)
  LEGITIMATE SKIP............        9     23083    93.8% (MISS)
                                           ----   ------ ------
 TOTALS:                                   24599  100.0% 100.0%

***********************************************************************
Variable:  BYS30C     ENROLLED IN LANG ASSISTANCE PGM 3RD GRD
Module: 1S1          Position: 81-81
 In which grade(s) were you enrolled in this type of program?
 (MARK ALL THAT APPLY)
3rd grade
                                                        Percent
  Label                             Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
Yes..........................        1       304     1.2%  31.5%
No...........................        2       589     2.4%  68.5%
  MISSING....................        8       623     2.5% (MISS)
  LEGITIMATE SKIP............        9     23083    93.8% (MISS)
                                           ----   ------ ------
 TOTALS:                                   24599  100.0% 100.0%

***********************************************************************
Variable:  BYS30D     ENROLLED IN LANG ASSISTANCE PGM 4TH GRD
Module: 1S1          Position: 82-82
 In which grade(s) were you enrolled in this type of program?
 (MARK ALL THAT APPLY)
4th grade
                                                        Percent
  Label                             Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
Yes..........................        1       229      .9%  24.6%
No...........................        2       664     2.7%  75.4%
  MISSING....................        8       623     2.5% (MISS)
  LEGITIMATE SKIP............        9     23083    93.8% (MISS)
                                           ----   ------ ------
 TOTALS:                                   24599  100.0% 100.0%
```

```
*****************************************************************
Variable:  BYS30E     ENROLLED IN LANG ASSISTANCE PGM 5TH GRD
Module: 1S1          Position: 83-83
 In which grade(s) were you enrolled in this type of program?
 (MARK ALL THAT APPLY)
5th grade
                                                     Percent
  Label                               Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
Yes..........................           1       199     .8%  23.0%
No...........................           2       694    2.8%  77.0%
  MISSING....................           8       623    2.5% (MISS)
  LEGITIMATE SKIP............           9     23083   93.8% (MISS)
                                               ----  ------ ------
 TOTALS:                                      24599  100.0% 100.0%

*****************************************************************
Variable:  BYS30F     ENROLLED IN LANG ASSISTANCE PGM 6TH GRD
Module: 1S1          Position: 84-84
 In which grade(s) were you enrolled in this type of program?
 (MARK ALL THAT APPLY)
6th grade
                                                     Percent
  Label                               Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
Yes..........................           1       170     .7%  20.6%
No...........................           2       723    2.9%  79.4%
  MISSING....................           8       623    2.5% (MISS)
  LEGITIMATE SKIP............           9     23083   93.8% (MISS)
                                               ----  ------ ------
 TOTALS:                                      24599  100.0% 100.0%

*****************************************************************
Variable:  BYS30G     ENROLLED IN LANG ASSISTANCE PGM 7TH GRD
Module: 1S1          Position: 85-85
 In which grade(s) were you enrolled in this type of program?
 (MARK ALL THAT APPLY)
7th grade
                                                     Percent
  Label                               Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
Yes..........................           1       135     .5%  15.6%
No...........................           2       758    3.1%  84.4%
  MISSING....................           8       623    2.5% (MISS)
  LEGITIMATE SKIP............           9     23083   93.8% (MISS)
                                               ----  ------ ------
 TOTALS:                                      24599  100.0% 100.0%

*****************************************************************
Variable:  BYS30H     ENROLLED IN LANG ASSISTANCE PGM 8TH GRD
Module: 1S1          Position: 86-86
 In which grade(s) were you enrolled in this type of program?
 (MARK ALL THAT APPLY)
8th grade
                                                     Percent
  Label                               Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
Yes..........................           1       124     .5%  15.9%
No...........................           2       769    3.1%  84.1%
  MISSING....................           8       623    2.5% (MISS)
  LEGITIMATE SKIP............           9     23083   93.8% (MISS)
                                               ----  ------ ------
 TOTALS:                                      24599  100.0% 100.0%
```

BEST COPY AVAILABLE

BASE YEAR PARENT QUESTIONNAIRE

****

Variable: **BYP22A** **LANG OTHR THN ENGLISH SPOKEN IN R'S HOME**
Module: 3P1 Position: 64-64

Is any language other than English spoken in your home?
(MARK ONE)

Label	Code	Frequency	Percent Raw	Percent WGTD
Yes...........................	1	4359	19.2%	14.5%
No............................	2	18244	80.5%	85.5%
REFUSAL......................	7	5	.0%	(MISS)
MISSING......................	8	43	.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

BASE YEAR TEACHER QUESTIONNAIRE

****

Variable: **BYT1_11** **STUDENT IS LANGUAGE MINORITY**
Module: 4T1 Position: 23-23

IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:
Is a Language Minority (LM) student?
NOTE: Language-Minority (LM) Students: A student in whose home a non-English language is typically spoken. Such students may include those whose English is fluent enough to benefit from instruction in academic subjects offered in English as well as students whose English proficiency is limited.

Label	Code	Frequency	Percent Raw	Percent WGTD
Yes...........................	1	2324	5.2%	5.5%
No............................	2	39744	89.3%	94.5%
DON'T KNOW...................	6	1256	2.8%	(MISS)
REFUSAL......................	7	69	.2%	(MISS)
MISSING......................	8	1119	2.5%	(MISS)
TOTALS:		44512	100.0%	100.0%

```
*****************************************************************
Variable:  BYT1_12     STUDENT LIMITED ENGLISH PROFICIENCY
Module: 4T1           Position: 24-24

 IF YES TO QUESTION 1: PLEASE INDICATE WHETHER THIS STUDENT:
 Is a Limited English Proficiency (LEP) student?
 NOTE:  Limited-English-Proficient (LEP) Students: A student
 whose native language is other than English and whose skills
 in listening to, speaking, reading, or writing English are
 such that he/she derives little benefit from school instruc-
 tion in English.
                                                      Percent
 Label                            Code  Frequency   Raw  WGTD
-----------------------------------------------------------------
Yes...........................     1        653    1.5%   1.5%
No............................     2      41785   93.9%  98.5%
  DON'T KNOW..................     6        839    1.9% (MISS)
  REFUSAL.....................     7         69     .2% (MISS)
  MISSING.....................     8       1166    2.6% (MISS)
                                           ----  ------ ------
  TOTALS:                                 44512  100.0% 100.0%
```

FIRST FOLLOWUP ITEMS

FIRST FOLLOWUP IN-SCHOOL STUDENT QUESTIONNAIRE

```
*****************************************************************
Variable:  F1S34C      EVER BEEN IN BILINGUAL/BICULTURAL CLASS
Module: 1S3           Position: 213-213

 Have you ever been in any of the following kinds of courses
 or programs in high school?  (MARK ONE)
 Bilingual or bicultural program
                                                      Percent
 Label                            Code  Frequency   Raw  WGTD
-----------------------------------------------------------------
YES...........................     1       3090   14.9%  16.5%
NO............................     2      14477   69.9%  83.5%
  NONRESPONDENTS & DROPOUTS...             2485   12.0% (MISS)
  MULTIPLE RESPONSE...........     6          3     .0% (MISS)
  MISSING.....................     8        651    3.1% (MISS)
                                           ----  ------ ------
 TOTALS:                                  20706  100.0% 100.0%
*****************************************************************
Variable:  F1S34D      EVER BEEN IN ENGLISH AS SECOND LANG PROG
Module: 1S3           Position: 214-214

 Have you ever been in any of the following kinds of courses
 or programs in high school?  (MARK ONE)
 English as a Second Language program
                                                      Percent
 Label                            Code  Frequency   Raw  WGTD
-----------------------------------------------------------------
YES...........................     1       2101   10.1%  11.9%
NO............................     2      15477   74.7%  88.1%
  NONRESPONDENTS & DROPOUTS...             2485   12.0% (MISS)
  MULTIPLE RESPONSE...........     6          1     .0% (MISS)
  MISSING.....................     8        642    3.1% (MISS)
                                           ----  ------ ------
 TOTALS:                                  20706  100.0% 100.0%
```

```
**********************************************************************
Variable:  F1S54      LANGUAGE BESIDES ENGLISH SPOKEN AT HOME
Module: 1S3         Position: 365-365

 Is any other language besides English spoken in your home?
 NOTE:  This variable includes data for dropouts also.
                                                         Percent
  Label                             Code  Frequency  Raw   WGTD
 -------------------------------------------------------------------
YES...........................        1      4266    20.6%  18.4%
NO............................        2     14873    71.8%  81.6%
  NONRESPONDENTS..............               1442     7.0% (MISS)
  MISSING.....................        8       125      .6% (MISS)
                                             ----   ------ ------
 TOTALS:                                    20706   100.0% 100.0%

**********************************************************************
Variable:  F1S55      WHAT OTHER LANGUAGE IS SPOKEN AT HOME
Module: 1S3         Position: 366-367

 What other language is spoken in your home?
 NOTE:  This variable includes data for dropouts also.
                                                         Percent
  Label                             Code  Frequency  Raw   WGTD
 -------------------------------------------------------------------
SPANISH.......................        1      2174    10.5%  58.1%
CHINESE.......................        2       205     1.0%   2.8%
JAPANESE......................        3        47      .2%   1.2%
KOREAN........................        4       125      .6%   1.7%
A FILIPINO LANGUAGE...........        5       179      .9%   3.4%
ITALIAN.......................        6       118      .6%   3.3%
FRENCH........................        7       179      .9%   5.7%
GERMAN........................        8       127      .6%   4.0%
GREEK.........................        9        33      .2%   1.1%
POLISH........................       10        32      .2%    .9%
PORTUGUESE....................       11        27      .1%    .7%
VIETNAMESE....................       12       124      .6%   1.9%
CAMBODIAN.....................       13        22      .1%    .3%
OTHER.........................       14       509     2.5%  15.0%
  NONRESPONDENTS..............               1442     7.0% (MISS)
  MULTIPLE RESPONSE...........       96        87      .4% (MISS)
  MISSING.....................       98       403     1.9% (MISS)
  LEGITIMATE SKIP.............       99     14873    71.8% (MISS)
                                             ----   ------ ------
 TOTALS:                                    20706   100.0% 100.0%

**********************************************************************
Variable:  F1S55A     R'S NATIVE LANGUAGE SPOKEN AT HOME
Module: 1S3         Position: 368-368

 Is this your first language (the first language you learned
 when you were a child)?
                                                         Percent
  Label                             Code  Frequency  Raw   WGTD
 -------------------------------------------------------------------
YES...........................        1      2037     9.8%  56.4%
NO............................        2      1595     7.7%  43.6%
  NONRESPONDENTS & DROPOUTS...               2485    12.0% (MISS)
  MULTIPLE RESPONSE...........        6         1      .0% (MISS)
  MISSING.....................        8       472     2.3% (MISS)
  LEGITIMATE SKIP.............        9     14116    68.2% (MISS)
                                             ----   ------ ------
 TOTALS:                                    20706   100.0% 100.0%
```

```
**********************************************************************
Variable:  F1S57A     HOW WELL R UNDERSTANDS SPOKEN ENGLISH
Module: 1S3          Position: 374-374

 How well do you do the following?
 Understand spoken English
 NOTE:  This variable includes data for dropouts also.
                                                       Percent
  Label                              Code  Frequency  Raw  WGTD
 -----------------------------------------------------------------
VERY WELL....................         1      3283   15.9%  82.6%
WELL.........................         2       559    2.7%  14.2%
NOT VERY WELL................         3        79     .4%   2.4%
NOT AT ALL...................         4        21     .1%    .7%
  NONRESPONDENTS..............               1442    7.0% (MISS)
  MISSING.....................        8       449    2.2% (MISS)
  LEGITIMATE SKIP.............        9     14873   71.8% (MISS)
                                             ----  ------ ------
 TOTALS:                                    20706  100.0% 100.0%

**********************************************************************
Variable:  F1S57B     HOW WELL DOES R SPEAK ENGLISH
Module: 1S3          Position: 375-375

 How well do you do the following?
 Speak English
 NOTE:  This variable includes data for dropouts also.
                                                       Percent
  Label                              Code  Frequency  Raw  WGTD
 -----------------------------------------------------------------
VERY WELL....................         1      3139   15.2%  79.1%
WELL.........................         2       651    3.1%  17.1%
NOT VERY WELL................         3       122     .6%   3.4%
NOT AT ALL...................         4        14     .1%    .5%
  NONRESPONDENTS..............               1442    7.0% (MISS)
  MISSING.....................        8       465    2.2% (MISS)
  LEGITIMATE SKIP.............        9     14873   71.8% (MISS)
                                             ----  ------ ------
 TOTALS:                                    20706  100.0% 100.0%

**********************************************************************
Variable:  F1S57C     HOW WELL DOES R READ ENGLISH
Module: 1S3          Position: 376-376

 How well do you do the following?
 Read English
 NOTE:  This variable includes data for dropouts also.
                                                       Percent
  Label                              Code  Frequency  Raw  WGTD
 -----------------------------------------------------------------
VERY WELL....................         1      3102   15.0%  78.8%
WELL.........................         2       682    3.3%  17.1%
NOT VERY WELL................         3       120     .6%   3.4%
NOT AT ALL...................         4        21     .1%    .7%
  NONRESPONDENTS..............               1442    7.0% (MISS)
  MISSING.....................        8       466    2.3% (MISS)
  LEGITIMATE SKIP.............        9     14873   71.8% (MISS)
                                             ----  ------ ------
 TOTALS:                                    20706  100.0% 100.0%
```

```
**********************************************************************
Variable:  F1S57D     HOW WELL DOES R WRITE ENGLISH
Module: 1S3          Position: 377-377

 How well do you do the following?
 Write English
 NOTE:  This variable includes data for dropouts also.
                                                          Percent
  Label                               Code  Frequency   Raw  WGTD
------------------------------------------------------------------
VERY WELL.......................        1       2982  14.4%  75.6%
WELL............................        2        785   3.8%  20.0%
NOT VERY WELL...................        3        138    .7%   3.9%
NOT AT ALL......................        4         22    .1%    .5%
  NONRESPONDENTS................                1442   7.0% (MISS)
  MISSING.......................        8        464   2.2% (MISS)
  LEGITIMATE SKIP...............        9      14873  71.8% (MISS)
                                                ----  ------ ------
 TOTALS:                                       20706 100.0% 100.0%
```

```
**********************************************************************
Variable:  F1S58      SPECIAL HELP IN READING,WRITING ENGLISH
Module: 1S3          Position: 378-378

 Since the beginning of the ninth grade, have you received
 special help in reading, writing, or speaking English?
                                                          Percent
  Label                               Code  Frequency   Raw  WGTD
------------------------------------------------------------------
YES.............................        1        269   1.3%   8.5%
NO..............................        2       3349  16.2%  91.5%
  NONRESPONDENTS & DROPOUTS...                  2485  12.0% (MISS)
  MISSING.......................        8        487   2.4% (MISS)
  LEGITIMATE SKIP...............        9      14116  68.2% (MISS)
                                                ----  ------ ------
 TOTALS:                                       20706 100.0% 100.0%
```

FIRST FOLLOWUP DROPOUT QUESTIONNAIRE

```
**********************************************************************
Variable:  F1D41      LANGUAGE BESIDES ENGLISH SPOKEN AT HOME
Module: 1S5          Position: 256-256

 Is any other language besides English spoken in your home?
                                                          Percent
  Label                               Code  Frequency   Raw  WGTD
------------------------------------------------------------------
YES.............................        1        286  27.4%  23.7%
NO..............................        2        757  72.6%  76.3%
                                                ----  ------ ------
 TOTALS:                                        1043 100.0% 100.0%
```

```
*********************************************************************
Variable:  F1D42      WHAT OTHER LANGUAGE IS SPOKEN AT HOME
Module: 1S5           Position: 257-258

 What other language is spoken in your home?
                                                          Percent
  Label                                 Code  Frequency  Raw  WGTD
---------------------------------------------------------------------
SPANISH......................             1       226   21.7%  79.0%
JAPANESE.....................             3         1     .1%    .2%
KOREAN.......................             4         1     .1%    .4%
A FILIPINO LANGUAGE..........             5         3     .3%    .9%
ITALIAN......................             6         3     .3%    .9%
FRENCH.......................             7        14    1.3%   6.8%
GERMAN.......................             8         6     .6%   4.5%
VIETNAMESE...................            12         3     .3%    .6%
CAMBODIAN....................            13         1     .1%    .1%
OTHER........................            14        16    1.5%   6.7%
  MULTIPLE RESPONSE..........            96         7     .7% (MISS)
  MISSING....................            98         5     .5% (MISS)
  LEGITIMATE SKIP............            99       757   72.6% (MISS)
                                                 ----  ------ ------
 TOTALS:                                         1043  100.0% 100.0%

*********************************************************************
Variable:  F1D42A     R'S NATIVE LANGUAGE SPOKEN AT HOME
Module: 1S5           Position: 259-259

 Is this your native language (the first language you
 learned to speak when you were a child)?
 NOTE:  This item was not included in the abbreviated
 questionnaire.  Missing data reported for this variable
 reflects the 256 abbreviated questionnaire cases as well
 as any additional item nonresponse.
                                                          Percent
  Label                                 Code  Frequency  Raw  WGTD
---------------------------------------------------------------------
YES..........................             1       127   12.2%  61.5%
NO...........................             2        79    7.6%  38.5%
  MISSING....................             8       277   26.6% (MISS)
  LEGITIMATE SKIP............             9       560   53.7% (MISS)
                                                 ----  ------ ------
 TOTALS:                                         1043  100.0% 100.0%

*********************************************************************
Variable:  F1D44A     R'S UNDERSTANDING OF SPOKEN ENGLISH
Module: 1S5           Position: 268-268

 How well do you do the following?
 How well do you understand spoken English?
                                                          Percent
  Label                                 Code  Frequency  Raw  WGTD
---------------------------------------------------------------------
VERY WELL....................             1       211   20.2%  77.5%
WELL.........................             2        67    6.4%  18.8%
NOT VERY WELL................             3         7     .7%   3.7%
  MISSING....................             8         1     .1% (MISS)
  LEGITIMATE SKIP............             9       757   72.6% (MISS)
                                                 ----  ------ ------
 TOTALS:                                         1043  100.0% 100.0%
```

```
*********************************************************************
Variable:  F1D44B      HOW WELL DOES R SPEAK ENGLISH              -
Module: 1S5           Position: 269-269
 How well do you do the following?
 How well do you speak English?
                                                          Percent
  Label                                  Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
VERY WELL.....................            1        199   19.1%  73.8%
WELL..........................            2         69    6.6%  20.0%
NOT VERY WELL.................            3         16    1.5%   6.2%
  MISSING.....................            8          2     .2% (MISS)
  LEGITIMATE SKIP.............            9        757   72.6% (MISS)
                                                  ----  ------ ------
 TOTALS:                                          1043  100.0% 100.0%

*********************************************************************
Variable:  F1D44C      HOW WELL DOES R READ ENGLISH
Module: 1S5           Position: 270-270
 How well do you read English?
                                                          Percent
  Label                                  Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
VERY WELL.....................            1        190   18.2%  69.3%
WELL..........................            2         79    7.6%  27.6%
NOT VERY WELL.................            3         14    1.3%   2.9%
NOT AT ALL....................            4          1     .1%    .1%
  MISSING.....................            8          2     .2% (MISS)
  LEGITIMATE SKIP.............            9        757   72.6% (MISS)
                                                  ----  ------ ------
 TOTALS:                                          1043  100.0% 100.0%

*********************************************************************
Variable:  F1D44D      HOW WELL DOES R WRITE ENGLISH
Module: 1S5           Position: 271-271
 How well do you write English?
                                                          Percent
  Label                                  Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
VERY WELL.....................            1        188   18.0%  69.8%
WELL..........................            2         74    7.1%  22.7%
NOT VERY WELL.................            3         21    2.0%   7.3%
NOT AT ALL....................            4          1     .1%    .1%
  MISSING.....................            8          2     .2% (MISS)
  LEGITIMATE SKIP.............            9        757   72.6% (MISS)
                                                  ----  ------ ------
 TOTALS:                                          1043  100.0% 100.0%
```

```
*********************************************************************
Variable:  F1D45       SINCE 8TH GRADE DID R REC SPECIAL HELP
Module: 1S5          Position: 272-272
 Since the eighth grade, while you were in school, did
 you ever receive special help in reading, writing, or
 speaking English?
 NOTE:  This item was not included in the abbreviated
 questionnaire.  Missing data reported for this variable
 reflect the 256 abbreviated questionnaire cases as well
 as any additional item nonresponse.
                                                      Percent
  Label                              Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
YES............................       1        40    3.8%  20.7%
NO.............................       2       166   15.9%  79.3%
  MULTIPLE RESPONSE............       6         1     .1% (MISS)
  MISSING......................       8       276   26.5% (MISS)
  LEGITIMATE SKIP..............       9       560   53.7% (MISS)
                                             ----  ------ ------
 TOTALS:                                     1043  100.0% 100.0%
```

FIRST FOLLOWUP NEW STUDENT SUPPLEMENT

```
*********************************************************************
Variable:  F1N11       DID R SPEAK A LANGUAGE OTH THAN ENGLISH
Module: 1S6          Position: 752-752

 Before you started going to school, did you speak any
 language other than English?
 NOTE:  This variable includes base year data for base
 year participants who were not required to complete a
 new student supplement.
                                                      Percent
  Label                              Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
YES............................       1       201   19.3%  16.6%
NO.............................       2       751   72.0%  83.4%
  NO BY OR NSS DATA                            80    7.7% (MISS)
  MISSING......................       8        11    1.1% (MISS)
                                             ----  ------ ------
 TOTALS:                                     1043  100.0% 100.0%
```

```
*******************************************************************
Variable:  F1N12      1ST LANGUAGE R LEARNED TO SPEAK
Module: 1S6          Position: 753-754

 What was the first language you learned to speak when you
 were a child?
 NOTE:  This variable includes base year data for base
 year participants who were not required to complete a
 new student supplement.

                                                         Percent
  Label                              Code  Frequency  Raw  WGTD
---------------------------------------------------------------
ENGLISH.......................         1        37    3.5%  17.8%
SPANISH.......................         2       133   12.8%  61.8%
CHINESE.......................         3         2     .2%   1.2%
KOREAN........................         5         1     .1%    .5%
ITALIAN.......................         7         1     .1%    .3%
FRENCH........................         8         7     .7%   8.0%
GERMAN........................         9         3     .3%   1.0%
POLISH........................        11         1     .1%    .4%
OTHER.........................        15        13    1.2%   8.9%
  NO BY OR NSS DATA                               80    7.7% (MISS)
  MULTIPLE RESPONSE...........        96         3     .3% (MISS)
  MISSING.....................        98        11    1.1% (MISS)
  LEGITIMATE SKIP.............        99       751   72.0% (MISS)
                                                ----  ------ ------
 TOTALS:                                        1043  100.0% 100.0%


*******************************************************************
Variable:  F1N17A     R UNDERSTANDS ENGLISH WHEN SPOKEN BY OTH
Module: 1S6          Position: 765-765

 How well do you do the following?
 Understand spoken English
 NOTE:  Although this variable does not include base year
 data, values were recoded to match equivalent categories
 on base year question BYS27.

                                                         Percent
  Label                              Code  Frequency  Raw  WGTD
---------------------------------------------------------------
VERY WELL.....................         1        26    2.5%  74.9%
WELL..........................         3         8     .8%  20.9%
NOT VERY WELL.................         4         1     .1%   4.2%
  BY RESPONDENTS NOT MAPPED...                   765   73.3% (MISS)
  NO BY OR NSS DATA...........                    80    7.7% (MISS)
  REFUSAL.....................         7         2     .2% (MISS)
  MISSING.....................         8         2     .2% (MISS)
  LEGITIMATE SKIP.............         9       159   15.2% (MISS)
                                                ----  ------ ------
 TOTALS:                                        1043  100.0% 100.0%
```

```
*********************************************************************
Variable:  F1N17B      HOW WELL DOES R SPEAK ENGLISH
Module: 1S6         Position: 766-766
 Speak English
 NOTE:  Although this variable does not include base year
 data, values were recoded to match equivalent categories
 on base year question BYS27.
                                                        Percent
  Label                               Code  Frequency   Raw  WGTD
-----------------------------------------------------------------
VERY WELL.....................          1        27    2.6%  77.9%
WELL..........................          3         7     .7%  17.8%
NOT VERY WELL.................          4         1     .1%   4.3%
  BY RESPONDENTS NOT MAPPED...                  765   73.3% (MISS)
  NO BY OR NSS DATA...........                   80    7.7% (MISS)
  REFUSAL.....................          7         2     .2% (MISS)
  MISSING.....................          8         2     .2% (MISS)
  LEGITIMATE SKIP.............          9       159   15.2% (MISS)
                                               ----  ------ ------
 TOTALS:                                       1043  100.0% 100.0%

*********************************************************************
Variable:  F1N17C      HOW WELL DOES R READ ENGLISH
Module: 1S6         Position: 767-767
 Read English
 NOTE:  Although this variable does not include base year
 data, values were recoded to match equivalent categories
 on base year question BYS27.
                                                        Percent
  Label                               Code  Frequency   Raw  WGTD
-----------------------------------------------------------------
VERY WELL.....................          1        24    2.3%  63.2%
WELL..........................          3         8     .8%  29.5%
NOT VERY WELL.................          4         2     .2%   6.3%
NOT AT ALL....................          5         1     .1%   1.0%
  BY RESPONDENTS NOT MAPPED...                  765   73.3% (MISS)
  NO BY OR NSS DATA...........                   80    7.7% (MISS)
  REFUSAL.....................          7         2     .2% (MISS)
  MISSING.....................          8         2     .2% (MISS)
  LEGITIMATE SKIP.............          9       159   15.2% (MISS)
                                               ----  ------ ------
 TOTALS:                                       1043  100.0% 100.0%

*********************************************************************
Variable:  F1N17D      HOW WELL DOES R WRITE ENGLISH
Module: 1S6         Position: 768-768
 Write English
 NOTE:  Although this variable does not include base year
 data, values were recoded to match equivalent categories
 on base year question BYS27.
                                                        Percent
  Label                               Code  Frequency   Raw  WGTD
-----------------------------------------------------------------
VERY WELL.....................          1        24    2.3%  70.2%
WELL..........................          3         7     .7%  19.9%
NOT VERY WELL.................          4         3     .3%   8.9%
NOT AT ALL....................          5         1     .1%   1.0%
  BY RESPONDENTS NOT MAPPED...                  765   73.3% (MISS)
  NO BY OR NSS DATA...........                   80    7.7% (MISS)
  REFUSAL.....................          7         2     .2% (MISS)
  MISSING.....................          8         2     .2% (MISS)
  LEGITIMATE SKIP.............          9       159   15.2% (MISS)
                                               ----  ------ ------
 TOTALS:                                       1043  100.0% 100.0%
```

```
******************************************************************
Variable:  F1N18      DID R EVER RECEIVE SPECIAL HELP IN SCHL
Module: 1S6          Position: 769-769

 Have you ever received special help in reading, writing, or
 speaking English during school hours?
 NOTE:  This variable includes base year data for base
 year participants who were not required to complete a
 new student supplement.
                                                      Percent
  Label                               Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
YES.........................           1        41    3.9%  28.2%
NO..........................           2       149   14.3%  71.8%
  NO BY OR NSS DATA                             80    7.7% (MISS)
  MISSING....................          8        97    9.3% (MISS)
  LEGITIMATE SKIP............          9       676   64.8% (MISS)
                                              ----  ------ ------
 TOTALS:                                      1043  100.0% 100.0%

******************************************************************
Variable:  F1N19A     R ENROLLED IN THIS PROGRAM IN 1ST GRADE
Module: 1S6          Position: 770-770
 In which grade(s) were you enrolled in this type of program?
 1st grade
 NOTE:  This variable includes base year data for base
 year participants who were not required to complete a
 new student supplement.
                                                      Percent
  Label                               Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
APPLIES.....................           1        19    1.8%  38.2%
DOES NOT APPLY..............           2        23    2.2%  61.8%
  NO BY OR NSS DATA                             80    7.7% (MISS)
  MISSING....................          8        96    9.2% (MISS)
  LEGITIMATE SKIP............          9       825   79.1% (MISS)
                                              ----  ------ ------
 TOTALS:                                      1043  100.0% 100.0%
******************************************************************
Variable:  F1N19B     R ENROLLED IN THIS PROGRAM IN 2ND GRADE
Module: 1S6          Position: 771-771
 2nd grade
 NOTE:  This variable includes base year data for base
 year participants who were not required to complete a
 new student supplement.
                                                      Percent
  Label                               Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
APPLIES.....................           1        15    1.4%  21.7%
DOES NOT APPLY..............           2        27    2.6%  78.3%
  NO BY OR NSS DATA                             80    7.7% (MISS)
  MISSING....................          8        96    9.2% (MISS)
  LEGITIMATE SKIP............          9       825   79.1% (MISS)
                                              ----  ------ ------
 TOTALS:                                      1043  100.0% 100.0%
```

```
*****************************************************************
Variable:  F1N19C     R ENROLLED IN THIS PROGRAM IN 3RD GRADE
Module: 1S6          Position: 772-772
 3rd grade
 NOTE:  This variable includes base year data for base
 year participants who were not required to complete a
 new student supplement.
                                                       Percent
  Label                                Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
APPLIES......................           1         12    1.2%  15.4%
DOES NOT APPLY...............           2         30    2.9%  84.6%
  NO BY OR NSS DATA                               80    7.7% (MISS)
  MISSING....................           8         96    9.2% (MISS)
  LEGITIMATE SKIP............           9        825   79.1% (MISS)
                                                ----  ------ ------
 TOTALS:                                        1043  100.0% 100.0%

*****************************************************************
Variable:  F1N19D     R ENROLLED IN THIS PROGRAM IN 4TH GRADE
Module: 1S6          Position: 773-773
 4th grade
 NOTE:  This variable includes base year data for base
 year participants who were not required to complete a
 new student supplement.
                                                       Percent
  Label                                Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
APPLIES......................           1         12    1.2%  30.6%
DOES NOT APPLY...............           2         30    2.9%  69.4%
  NO BY OR NSS DATA                               80    7.7% (MISS)
  MISSING....................           8         96    9.2% (MISS)
  LEGITIMATE SKIP............           9        825   79.1% (MISS)
                                                ----  ------ ------
 TOTALS:                                        1043  100.0% 100.0%

*****************************************************************
Variable:  F1N19E     R ENROLLED IN THIS PROGRAM IN 5TH GRADE
Module: 1S6          Position: 774-774
 5th grade
 NOTE:  This variable includes base year data for base
 year participants who were not required to complete a
 new student supplement.
                                                       Percent
  Label                                Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
APPLIES......................           1         14    1.3%  52.0%
DOES NOT APPLY...............           2         28    2.7%  48.0%
  NO BY OR NSS DATA                               80    7.7% (MISS)
  MISSING....................           8         96    9.2% (MISS)
  LEGITIMATE SKIP............           9        825   79.1% (MISS)
                                                ----  ------ ------
 TOTALS:                                        1043  100.0% 100.0%
```

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```
*********************************************************************
Variable:  F1N19F     R ENROLLED IN THIS PROGRAM IN 6TH GRADE
Module: 1S6          Position: 775-775
 6th grade
 NOTE:  This variable includes base year data for base
 year participants who were not required to complete a
 new student supplement.
                                                      Percent
  Label                                Code  Frequency  Raw   WGTD
---------------------------------------------------------------
APPLIES.......................          1        14    1.3%  23.0%
DOES NOT APPLY................          2        28    2.7%  77.0%
  NO BY OR NSS DATA                              80    7.7% (MISS)
  MISSING.....................          8        96    9.2% (MISS)
  LEGITIMATE SKIP.............          9       825   79.1% (MISS)
                                                ----  ------ ------
 TOTALS:                                       1043  100.0% 100.0%
*********************************************************************
Variable:  F1N19G     R ENROLLED IN THIS PROGRAM IN 7TH GRADE
Module: 1S6          Position: 776-776
 7th grade
 NOTE:  This variable includes base year data for base
 year participants who were not required to complete a
 new student supplement.
                                                      Percent
  Label                                Code  Frequency  Raw   WGTD
---------------------------------------------------------------
APPLIES.......................          1         9     .9%  11.3%
DOES NOT APPLY................          2        33    3.2%  88.7%
  NO BY OR NSS DATA                              80    7.7% (MISS)
  MISSING.....................          8        96    9.2% (MISS)
  LEGITIMATE SKIP.............          9       825   79.1% (MISS)
                                                ----  ------ ------
 TOTALS:                                       1043  100.0% 100.0%
*********************************************************************
Variable:  F1N19H     R ENROLLED IN THIS PROGRAM IN 8TH GRADE
Module: 1S6          Position: 777-777
 8th grade
 NOTE:  This variable includes base year data for base
 year participants who were not required to complete a
 new student supplement.
                                                      Percent
  Label                                Code  Frequency  Raw   WGTD
---------------------------------------------------------------
APPLIES.......................          1         8     .8%  12.4%
DOES NOT APPLY................          2        34    3.3%  87.6%
  NO BY OR NSS DATA                              80    7.7% (MISS)
  MISSING.....................          8        96    9.2% (MISS)
  LEGITIMATE SKIP.............          9       825   79.1% (MISS)
                                                ----  ------ ------
 TOTALS:                                       1043  100.0% 100.0%
```

```
*****************************************************************
Variable:  F1N19I     R ENROLLED IN THIS PROGRAM IN 9TH GRADE
Module: 1S6          Position: 778-778
 9th grade
 NOTE:  No comparable item existed in the base year. As
 such this variable does not include base year data.
                                                    Percent
  Label                              Code  Frequency  Raw  WGTD
-------------------------------------------------------------
APPLIES......................         1          1     .1%  69.3%
DOES NOT APPLY...............         2          1     .1%  30.7%
  BY RESPONDENTS NOT MAPPED...                 765   73.3% (MISS)
  NO BY OR NSS DATA...........                  80    7.7% (MISS)
  MISSING.....................        8         66    6.3% (MISS)
  LEGITIMATE SKIP.............        9        130   12.5% (MISS)
                                              ----  ------ ------
 TOTALS:                                      1043  100.0% 100.0%
```

```
*****************************************************************
Variable:  F1N19J     R ENROLLED IN THIS PROGRAM IN 10TH GRADE
Module: 1S6          Position: 779-779
 10th grade
 NOTE:  No comparable item existed in the base year. As
 such this variable does not include base year data.
                                                    Percent
  Label                              Code  Frequency  Raw  WGTD
-------------------------------------------------------------
APPLIES......................         1          1     .1%  69.3%
DOES NOT APPLY...............         2          1     .1%  30.7%
  BY RESPONDENTS NOT MAPPED...                 765   73.3% (MISS)
  NO BY OR NSS DATA...........                  80    7.7% (MISS)
  MISSING.....................        8         66    6.3% (MISS)
  LEGITIMATE SKIP.............        9        130   12.5% (MISS)
                                              ----  ------ ------
 TOTALS:                                      1043  100.0% 100.0%
```

FIRST FOLLOWUP TEACHER QUESTIONNAIRE

```
*****************************************************************
Variable:  F1T1_12    STUDENT IS LIMITED ENGLISH PROFICIENT
Module: 4T3          Position: 31-31

 Is this student a Limited Engish Proficient (LEP) student?
 An LEP student is a Language Minority student who has
 limited English language skills.
 NOTE:  A Limited English Proficient student is a Language
        Minority student, either LEP or NEP, whose native
        language is one other than English and whose skills
        in listening to, speaking, reading, or writing
        English are such that he/she derives little benefit
        from school instruction delivered in English.
                                                    Percent
  Label                              Code  Frequency  Raw  WGTD
-------------------------------------------------------------
YES..........................         1        496    1.8%   1.9%
NO...........................         2      26770   95.6%  96.5%
DON'T KNOW...................         3        492    1.8%   1.7%
  MISSING.....................        8        236     .8% (MISS)
                                              ----  ------ ------
 TOTALS:                                     27994  100.0% 100.0%
```

Youth Demographic Characteristics

Base Year Items

****

Variable: **SEX** **COMPOSITE SEX**
Module: 1S2 Position: 383-383

SEX was taken first from the "Your Background" (BYS12) section of the student questionnaire. If this source was missing or not available, then the value of the variable SEX assigned on the school roster was used. If SEX was still missing, it was imputed from the respondent's name. On any records for which this could not be done unambiguously, this variable had a value of 1 or 2 randomly assigned.

Label	Code	Frequency	Percent Raw	Percent WGTD
Male...........................	1	12241	49.8%	50.1%
Female.........................	2	12358	50.2%	49.9%
TOTALS:		24599	100.0%	100.0%

****

Variable: **RACE** **COMPOSITE RACE**
Module: 1S2 Position: 384-384

RACE was constructed from BYS31A. See NELS:88 First Follow-Up: Student Component Data Users' Manual Vol. 1 for more details on how this composite was constructed.

Label	Code	Frequency	Percent Raw	Percent WGTD
Asian or Pacific Islander.....	1	1527	6.2%	3.5%
Hispanic, regardless of race..	2	3171	12.9%	10.4%
Black, not of Hispanic origin.	3	3009	12.2%	13.2%
White, not of Hispanic origin.	4	16317	66.3%	71.6%
American Indian or Alaskan Native........................	5	299	1.2%	1.3%
MISSING.....................	8	276	1.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

****

Variable: **BYSESQ** **QUARTILE CODING OF BYSES VARIABLE**
Module: 1S2 Position: 421-421

BYSESQ is the quartile into which BYSES falls. It was constructed by recoding BYSES into quartiles based on the weighted, BYQWT, marginal distribution.

Label	Code	Frequency	Percent Raw	Percent WGTD
Quartile 1 low................	1	5934	24.1%	24.9%
Quartile 2....................	2	5788	23.5%	25.1%
Quartile 3....................	3	5836	23.7%	25.0%
Quartile 4 high...............	4	7030	28.6%	25.0%
MISSING.....................	8	11	.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

```
*****************************************************************
Variable:  BYTXRSTD   READING STANDARDIZED SCORE
Module: 1S2          Position: 452-457 .3

 Reading Standardized Score
                                                          Percent
  Label                               Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
23.098 thru 67.499...........     1.000     23643   96.1% 100.0%
  MISSING....................   999.998       956    3.9% (MISS)
                                             ----   ------ ------
 TOTALS:                                    24599  100.0% 100.0%

*****************************************************************
Variable:  BYTXRQ     READING QUARTILE (1=LOW)
Module: 1S2          Position: 470-470

 Reading Quartile (1=low)
                                                          Percent
  Label                               Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
Quartile 1 low...............         1      5828   23.7%  25.8%
Quartile 2...................         2      5717   23.2%  25.0%
Quartile 3...................         3      5649   23.0%  24.2%
Quartile 4 high..............         4      6449   26.2%  25.1%
  MISSING....................         8       956    3.9% (MISS)
                                             ----   ------ ------
 TOTALS:                                    24599  100.0% 100.0%

*****************************************************************
Variable:  F1DOSTAT   DROPOUT STATUS
Module: 1S4          Position: 698-698

 Indicates enrollment status--student, stopout, dropout or not
 determined.
 Please note that value 5 "Sample member had more than one
 dropout episode", includes both final student and dropout
 participants.  That is, this category includes sample members
 who had dropped out of school several times prior to the spring
 of 1990, but as of the spring of 1990 when surveyed, they had
 returned to school for a period of at least 2 weeks, and
 therefore, qualified to complete a student questionnaire.
 NOTE:  This variable includes data for dropouts and
 non-respondents.
                                                          Percent
  Label                               Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
DID NOT DROP OUT.............         0     18323   88.5%  92.3%
NOT DETERMINED...............         1      1062    5.1%      %
SCHL REPORTD DROPOUT.........         2        88     .4%      %
DROPOUT,BUT RETURNED.........         3       138     .7%    .8%
DROPOUT, NO RETURN...........         4      1062    5.1%   6.7%
MORE THAN 1 EPISODE..........         5        33     .2%    .2%
                                             ----   ------ ------
 TOTALS:                                    20706  100.0% 100.0%
```

****

Variable: **F1SEX** **COMPOSITE SEX**
Module: 1S4 Position: 699-699

F1SEX was taken first from the BY composite variable. For first time participants--freshened students and BY nonrespondents--the SEX composite was derived from Q.2 (F1N2) of the F1 New Student Supplement (NSS). If a BY nonrespondent did not complete a NSS, SEX was derived from the BY school roster. For freshened students, if they did not complete a NSS, F1SEX was constructed from their tenth grade schools' report of their sex. If the value of F1SEX was still missing, then the value for F1SEX was imputed based upon the student's name. On any records for which this could not be done unambiguously, this variable was randomly assigned a value of 1 or 2.
NOTE: This variable includes data for dropouts and non-respondents.

Label	Code	Frequency	Percent Raw	Percent WGTD
MALE.........................	1	10462	50.5%	50.5%
FEMALE.......................	2	10244	49.5%	49.5%
TOTALS:		20706	100.0%	100.0%

****

Variable: **F1RACE** **COMPOSITE RACE**
Module: 1S4 Position: 700-700

F1RACE was constructed using the BY composite "RACE", the F1 New Student Supplement values of F1N8A, BY parent questionnaire data from BYP10, and school reported data. If the BY composite RACE was coded missing or was blank, the New Student Supplement data were used. If there was no New Student Supplement, the BY parent data were used. If RACE was still missing or blank, either the eighth grade school roster RACE or the tenth grade school reported freshened student RACE was used. Although for BY respondents, no new race data were gathered, some BY "race unknown" cases were resolved in the F1, by virtue of greater use of parent data in constructing the F1 composite. (In the BY, parent data were only used as a corrective to assumed over-reporting of American Indian status on the part of student sample members). Although parents were asked about their own race, and correspondence of race of student and any one parent is contingent rather than logically implied, the correlation is so high for the cases where data are available from both sources (responses matched almost 92 percent of the time), that inference from parent to missing student race seems justified.
NOTE: This variable includes data for dropouts and non-respondents.

Label	Code	Frequency	Percent Raw	Percent WGTD
ASIAN,PACIFC ISLANDR..........	1	1302	6.3%	3.6%
HISPANIC......................	2	2751	13.3%	10.8%
BLACK, NOT HISPANIC...........	3	2218	10.7%	13.7%
WHITE, NOT HISPANIC...........	4	13837	66.8%	70.6%
AMER INDIAN, ALASKAN..........	5	259	1.3%	1.3%
MISSING.....................	8	339	1.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

```
*****************************************************************
Variable:  F1SESQ      SOCIO-ECONOMIC QUARTILE
Module: 1S4           Position: 707-707

 F1SESQ is the quartile into which F1SES falls.  It was
 constructed by recoding F1SES into quartiles based on the
 weighted, F1QWT, marginal distribution.
 NOTE:  This variable includes data for dropouts and
 non-respondents.
                                                     Percent
  Label                          Code  Frequency  Raw  WGTD
-----------------------------------------------------------
QUARTILE 1 LOW................     1      4556   22.0%  25.0%
QUARTILE 2....................     2      4472   21.6%  25.0%
QUARTILE 3....................     3      4378   21.1%  25.0%
QUARTILE 4 HIGH...............     4      5262   25.4%  25.0%
  MISSING.....................     8      2038    9.8% (MISS)
                                          ----  ------ ------
 TOTALS:                                 20706  100.0% 100.0%

*****************************************************************
Variable:  F1TXRSTD   READING STANDARDIZED SCORE
Module: 1S4           Position: 755-758 .2

 F1TXRSTD  Reading Standardized Scores.  See the F1 Student
 Component Data File User's Manual for information concerning the
 construction of F1 test composites.
 NOTE:  This variable includes data for dropouts also.
                                                     Percent
  Label                          Code  Frequency  Raw  WGTD
-----------------------------------------------------------
32.39 TO 67.81................   1.00    17832   86.1% 100.0%
  MISSING.....................  99.98     2874   13.9% (MISS)
                                          ----  ------ ------
 TOTALS:                                 20706  100.0% 100.0%

*****************************************************************
Variable:  F1TXRQ     READING QUARTILE (1=LOW)
Module: 1S4           Position: 759-759

 F1TXRQ  Reading Quartile (1 = low).  See the F1 Student
 Component Data File User's Manual for information concerning the
 construction of F1 test composites.
 NOTE:  This variable includes data for dropouts also.
                                                     Percent
  Label                          Code  Frequency  Raw  WGTD
-----------------------------------------------------------
QUARTILE 1 LOW................     1      4232   20.4%  25.1%
QUARTILE 2....................     2      4389   21.2%  24.9%
QUARTILE 3....................     3      4405   21.3%  25.1%
QUARTILE 4 HIGH...............     4      4806   23.2%  24.9%
  MISSING.....................     8      2874   13.9% (MISS)
                                          ----  ------ ------
 TOTALS:                                 20706  100.0% 100.0%
```

* * *

Variable: **F1N2** **WHAT IS RESPONDENT'S SEX**
Module: 1S4 Position: 867-867

What is your sex?
NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Label	Code	Frequency	Percent Raw	Percent WGTD
MALE..........................	1	9704	46.9%	50.3%
FEMALE........................	2	9640	46.6%	49.7%
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL.....................	7	7	.0%	(MISS)
MISSING.....................	8	156	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

* * *

Variable: **F1N8A** **WHICH BEST DESCRIBES R'S RACE**
Module: 1S4 Position: 876-876

Which best describes you?
NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.
NOTE: There is a considerable discrepancy between the number of sample members reported as American Indian in this item, and in the composite variable. This is owing to the fact that in the composite, parent report was used to "correct" self-report on this item. Please see explanation of the RACE variable in the appendix on base year student data weights, flags and derived variables.

Label	Code	Frequency	Percent Raw	Percent WGTD
ASIAN OR PACIFIC ISLANDER.....	1	1194	5.8%	3.4%
HISPANIC, REGARDLESS OF RACE..	2	2522	12.2%	10.4%
BLACK, NOT OF HISPANIC ORIGIN.	3	2046	9.9%	13.6%
WHITE, NOT OF HISPANIC ORIGIN.	4	12833	62.0%	68.6%
AMERICAN INDIAN/ALASKAN NATIVE	5	713	3.4%	4.0%
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE...........	6	35	.2%	(MISS)
REFUSAL.....................	7	35	.2%	(MISS)
MISSING.....................	8	129	.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Student/Youth Composite Variables

****

Variable: **G8CTRL** **SCHOOL CONTROL COMPOSITE**
Module: 1S2 Position: 375-375

G8CTRL classifies the type of school into public, Catholic, other religious, and nonsectarian private schools, as reported by the school administrator. The classification was collapsed from BYSC4.

Label	Code	Frequency	Percent Raw	Percent WGTD
Public school................	1	19396	78.8%	88.0%
Catholic school..............	2	2602	10.6%	7.6%
Private, Other Religious Affiliation..................	3	1092	4.4%	2.9%
Private, No Religious Affiliation..................	4	1509	6.1%	1.5%
TOTALS:		24599	100.0%	100.0%

****

Variable: **G8URBAN** **URBANICITY COMPOSITE**
Module: 1S2 Position: 378-378

G8URBAN classifies the urbanicity of the student's school. It was created directly from QED (Quality Education Data) data (position 199-199). The classifications are the Federal Information Processing Standards as used by the U.S. Census. Classifications reflect the sample school's metropolitan status at the time of the 1980 decennial census.
1 = Urban -- central city
2 = Suburban -- area surrounding a central city within a county constituting the MSA (Metropolitan Statistical Area)
3 = Rural -- outside MSA

Label	Code	Frequency	Percent Raw	Percent WGTD
Urban.........................	1	7620	31.0%	25.1%
Suburban......................	2	10246	41.7%	43.6%
Rural.........................	3	6733	27.4%	31.3%
TOTALS:		24599	100.0%	100.0%

```
*********************************************************************
Variable:  G8REGON    COMPOSITE GEOGRAPHIC REGION OF SCHOOL
Module: 1S2          Position: 379-379

     G8REGON indicates in which of the four U.S. Census regions the
 school is located. It was created by recoding the sampled state of
 the eighth grade school into the four Census Bureau regions. For
 confidentiality reasons, this value was set to missing in rare
 instances.
                                                         Percent
 Label                                 Code  Frequency  Raw  WGTD
------------------------------------------------------------------
Northeast - New England and
Middle Atlantic states........          1      4933   20.1%  19.2%
North Central - East North
Central and West North Central
states........................          2      6127   24.9%  25.7%
South - South Atlantic, East
South Central, and West South
Central states................          3      8462   34.4%  35.4%
West - Mountain and Pacific
states........................          4      5040   20.5%  19.7%
  MISSING.....................          8        37     .2% (MISS)
                                               ----  ------ ------
 TOTALS:                                      24599  100.0% 100.0%

*********************************************************************
Variable:  BYTXMSTD   MATHEMATICS STANDARDIZED SCORE
Module: 1S2          Position: 483-488 .3

 Mathematics Standardized Score
                                                        Percent
 Label                                 Code  Frequency  Raw  WGTD
------------------------------------------------------------------
26.747 thru 71.222............      1.000     23629   96.1% 100.0%
  MISSING.....................    999.998       970    3.9% (MISS)
                                               ----  ------ ------
 TOTALS:                                      24599  100.0% 100.0%

*********************************************************************
Variable:  BYTXMQ     MATHEMATICS QUARTILE (1=LOW)
Module: 1S2          Position: 501-501

 Mathematics Quartile (1=low)
                                                        Percent
 Label                                 Code  Frequency  Raw  WGTD
------------------------------------------------------------------
Quartile 1 low................          1      5653   23.0%  25.1%
Quartile 2....................          2      5704   23.2%  25.2%
Quartile 3....................          3      5672   23.1%  24.3%
Quartile 4 high...............          4      6600   26.8%  25.4%
  MISSING.....................          8       970    3.9% (MISS)
                                               ----  ------ ------
 TOTALS:                                      24599  100.0% 100.0%
```

```
*********************************************************************
Variable:  G10CTRL1   SCHOOL CLASSIFICATION REPORTED BY SCHOOL
Module: 1S4          Position: 740-741
 G10CTRL1 classifies the type of school into public, Catholic,
 other religious and nonsectarian private schools, as reported by
 the school.  The classification was constructed from F1C4 and
 F1C4A.  See the F1 Student Component Data File User's Manual for
 explication of the logic behind the construction of G10CTR1.
 Two further notes:  First, although the modal grade for the
 cohort was grade ten, not all sample members were sophomores in
 the 1989-90 school year.   The school type of out-of-sequence
 students (for example, 1989-90 ninth graders) is also indicated
 by the G10CTRL variables, even though they are not tenth
 graders.  Second, it cannot be assumed that all students
 assigned to a school type are enrolled in a program leading to a
 high school diploma.  Students were associated with schools in
 which they were enrolled in a regular program, or which housed
 some form of alternative program.   For purposes of assignment
 of school control type, no distinction was made between
 educational programs leading to diplomas, GEDs, IEPs, or other
 or no certification.  However,if an alternative program was
 sited at other than a public or private school, school type was
 set to missing, even though the sample member was enrolled in an
 educational program.
 NOTE:  This variable includes data for dropouts and
 non-respondents.
                                                         Percent
  Label                           Code  Frequency   Raw   WGTD
---------------------------------------------------------------
PUBLIC........................      1     16813    81.2%  84.2%
CATHOLIC......................      2      1012     4.9%   5.4%
PRIVATE,OTHER RELIGION........      3       471     2.3%   1.6%
PRIVATE, NON-RELIGIOUS........      4      1051     5.1%   1.2%
PRIV,NOT ASCERTAINED..........      5        75      .4%    .7%
NOT ENROLLED IN SCHL..........      7      1043     5.0%   6.9%
  MISSING.....................     98       241     1.2% (MISS)
                                           ----   ------ ------
 TOTALS:                                  20706   100.0% 100.0%
```

****

Variable: **G10URBAN URBANICITY OF THE STUDENT'S SCHOOL**
Module: 1S4 Position: 744-744

G10URBAN classifies the urbanicity of the student's school, and was obtained from QED. QED bases the classifications on the Federal Information Processing Standards (FIPS) as used by the U.S. Census. Only categories 1 - 3 were employed in the BY. These three primary values (1 = Urban, 2 = Suburban, 3 = Rural) map into the NCES Common Core of Data (CCD) metropolitan status variable in the following way:

1,2	1	Urban
3,4,5,6	2	Suburban
7	3	Rural

The G10URBAN variable reflects updated metropolitan status data drawn by QED from the Common Core of Data files for the 1987-88 school year. The BY metropolitan status variable (G8URBAN) reflects urbanicity data gathered at the time of the previous decennial census (1980) that was employed in drawing the eighth grade school sample in the spring of 1987. The urbanicity classification of some schools changed between 1980 and 1988--for example, a number of 1980 rural schools had become suburban by the time of the NELS:88 BY. In examining eighth to tenth grade transition phenomena, data users should be aware that these differing temporal anchor points will produce the effect of spurious urbanicity change for many students. A second version of the G8URBAN variable will be prepared for later NELS:88 data releases, which reflects the metropolitan status classification of BY schools in 1987-88.

NOTE: This variable includes data for dropouts and non-respondents.

Label	Code	Frequency	Percent Raw	Percent WGTD
URBAN........................	1	5710	27.6%	26.4%
SUBURBAN.....................	2	10878	52.5%	52.5%
RURAL - OUTSIDE MSA..........	3	2787	13.5%	14.3%
NOT ENROLLED IN SCHL.........	5	1043	5.0%	6.9%
MISSING......................	8	288	1.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

****

Variable: **G10REGON REGION OF THE COUNTRY (4 CENSUS REGIONS)**
Module: 1S4 Position: 745-746

G10REGION indicates in which of the four U.S. Census regions the school is located. It was created by recoding the state of the tenth grade school into the four Census Bureau regions.

NOTE: This variable includes data for dropouts and non-respondents.

Label	Code	Frequency	Percent Raw	Percent WGTD
NORTHEAST....................	1	3697	17.9%	17.7%
NORTH CENTRAL................	2	4968	24.0%	23.5%
SOUTH........................	3	6799	32.8%	33.6%
WEST.........................	4	3962	19.1%	18.4%
NOT ENROLLED IN SCHL.........	6	1043	5.0%	6.9%
MISSING......................	98	237	1.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

```
*******************************************************************
Variable:  F1TXMSTD   MATH STANDARDIZED SCORE
Module: 1S4          Position: 769-772 .2

 F1TXMSTD  Mathematics Standardized Scores.  See the F1 Student
 Component Data File User's Manual for information concerning the
 construction of F1 test composites.

 NOTE:  This variable includes data for dropouts also.

                                                      Percent
  Label                              Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
30.18 TO 68.18................      1.00     17793   85.9% 100.0%
  MISSING.....................     99.98      2913   14.1% (MISS)
                                              ----  ------ ------
 TOTALS:                                     20706  100.0% 100.0%


********************************************************************
Variable:  F1TXMQ     MATH QUARTILE (1=LOW)
Module: 1S4          Position: 773-773

 F1TXMQ  Mathematics Quartile (1 = low).  See the F1 Student
 Component Data File User's Manual for information concerning the
 construction of F1 test composites.
 NOTE:  This variable includes data for dropouts also.
                                                      Percent
  Label                              Code  Frequency  Raw  WGTD
-----------------------------------------------------------------
QUARTILE 1 LOW................        1       4184   20.2%  25.2%
QUARTILE 2....................        2       4219   20.4%  25.0%
QUARTILE 3....................        3       4426   21.4%  24.8%
QUARTILE 4 HIGH...............        4       4964   24.0%  25.0%
  MISSING.....................        8       2913   14.1% (MISS)
                                              ----  ------ ------
 TOTALS:                                     20706  100.0% 100.0%
```

APPENDIX C
CHARACTERISTICS OF YOUTH, BY LM/LEP STATUS AND LM/LEP DEFINITION

This appendix contains data tables that present detailed information in support of the summary tables in Part II of this report. Each table includes data for each of the four LM/LEP definitions developed in Part I, and each table makes it possible to compare non-LM, LM/EP, and LM/LEP youth groups with each other and with the national values. In this appendix, we first present the tables for the grade 8 cross-sectional sample; that is followed by the grade 10 cross-sectional tables and the tables for the longitudinal sample.

Eighth Grade Cross-sectional Sample Data Tables

Table C-1
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Race/Ethnicity
Grade 8 Cross-sectional Sample

		Race/Ethnicity						
LM/LEP Definition	LM/LEP Status	Asian/ Pacific Islander	Hispanic	Black (not Hispanic)	White (not Hispanic)	American Indian/ Alaskan Native	Missing	Total
Inclusive/ Teacher	LM/LEP	15.4	62.1	1.9	14.0	4.1	2.6	100.1
	LM/EP	16.0	50.2	5.3	24.9	2.4	1.2	100.0
	Non-LM	1.6	4.3	14.3	77.6	1.0	1.2	100.0
Inclusive/ Student	LM/LEP	16.0	54.7	4.9	20.3	2.7	1.5	100.1
	LM/EP	15.9	50.4	4.3	25.2	2.7	1.5	100.0
	Non-LM	1.6	4.3	14.3	77.6	1.0	1.2	100.0
Exclusive/ Teacher	LM/LEP	14.2	54.7	3.5	21.1	4.5	2.1	100.1
	LM/EP	13.0	39.1	6.9	37.4	2.3	1.4	100.1
	Non-LM	1.0	2.3	14.8	79.8	0.9	1.2	100.0
Exclusive/ Student	LM/LEP	13.9	44.2	7.1	30.4	2.8	1.7	100.1
	LM/EP	12.6	39.5	5.8	38.3	2.5	1.4	100.1
	Non-LM	1.0	2.3	14.8	79.8	0.9	1.2	100.0
National		3.5	10.3	13.1	70.7	1.3	1.3	100.0

Table C-2
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and SES Quartile
Grade 8 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	SES Quartiles					Total
		Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	
Inclusive/ Teacher	LM/LEP	58.7	20.2	12.5	8.4	0.2	100.0
	LM/EP	41.5	22.2	18.0	18.2	0.1	100.0
	Non-LM	22.1	25.5	26.1	26.1	0.0	99.8
Inclusive/ Student	LM/LEP	51.6	20.6	14.4	13.2	0.2	100.0
	LM/EP	40.0	23.0	19.6	19.5	0.0	102.1
	Non-LM	22.1	25.5	26.1	26.1	0.0	99.8
Exclusive/ Teacher	LM/LEP	52.0	22.2	14.3	11.4	0.1	100.0
	LM/EP	32.3	22.7	20.8	24.2	0.1	100.1
	Non-LM	22.3	25.7	26.4	25.7	0.0	100.1
Exclusive/ Student	LM/LEP	43.3	21.8	17.7	16.9	0.2	99.9
	LM/EP	29.3	23.2	21.4	26.1	0.0	100.0
	Non-LM	22.3	25.7	26.4	25.7	0.0	100.1
National		24.9	25.0	25.0	25.0	0.0	100.1

Table C-3
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Gender
Grade 8 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	Sex		Total
		Male	Female	
Inclusive/ Teacher	LM/LEP	50.4	49.6	100.0
	LM/EP	50.4	49.6	100.0
	Non-LM	50.0	50.0	100.0
Inclusive/ Student	LM/LEP	53.5	46.5	100.0
	LM/EP	47.2	52.8	100.0
	Non-LM	50.0	50.0	100.0
Exclusive/ Teacher	LM/LEP	50.9	49.1	100.0
	LM/EP	50.9	49.1	100.0
	Non-LM	49.9	50.1	100.0
Exclusive/ Student	LM/LEP	55.7	44.3	100.0
	LM/EP	47.3	52.7	100.0
	Non-LM	49.9	50.1	100.0
National		50.1	49.9	100.0

Table C-4
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Reading Score Quartiles
Grade 8 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	Reading Quartiles					Total
		Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	
Inclusive/ Teacher	LM/LEP	50.4	21.4	12.2	5.9	10.1	100.0
	LM/EP	30.1	29.6	21.6	15.3	3.5	100.1
	Non-LM	23.5	23.5	23.8	25.7	3.5	100.0
Inclusive/ Student	LM/LEP	41.7	29.3	15.4	8.6	5.2	100.2
	LM/EP	26.6	26.6	24.1	18.4	4.3	100.0
	Non-LM	23.5	23.5	23.8	25.7	3.5	100.0
Exclusive/ Teacher	LM/LEP	45.4	21.7	14.1	8.8	10.1	100.1
	LM/EP	27.6	26.9	21.6	20.2	3.7	100.0
	Non-LM	23.4	23.5	24.0	25.7	3.4	100.0
Exclusive/ Student	LM/LEP	39.7	28.1	16.5	10.8	4.9	100.0
	LM/EP	23.3	24.6	23.5	24.2	4.5	100.1
	Non-LM	23.4	23.5	24.0	25.7	3.4	100.0
National		24.8	24.1	23.3	24.2	3.7	100.0

Table C-5
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Mathematics Score Quartiles
Grade 8 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	Math Quartiles					Total
		Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	
Inclusive/ Teacher	LM/LEP	41.7	21.6	13.8	12.2	10.8	100.1
	LM/EP	27.1	25.5	21.8	21.8	3.8	100.0
	Non-LM	22.8	24.1	24.1	25.5	3.5	100.0
Inclusive/ Student	LM/LEP	36.3	25.3	16.8	16.6	5.1	100.1
	LM/EP	24.2	24.5	23.5	23.2	4.7	100.1
	Non-LM	22.8	24.1	24.1	25.5	3.5	100.0
Exclusive/ Teacher	LM/LEP	45.1	21.5	12.6	9.4	11.3	99.9
	LM/EP	30.4	27.6	20.6	17.9	3.6	100.1
	Non-LM	22.8	24.0	24.0	25.6	3.6	100.0
Exclusive/ Student	LM/LEP	37.8	26.7	16.3	13.7	5.6	100.1
	LM/EP	28.6	26.1	21.9	18.8	4.7	100.1
	Non-LM	22.8	24.0	24.0	25.6	3.6	100.0
National		24.2	24.2	23.4	24.4	3.8	100.0

Table C-6
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and School Control and Affiliation
Grade 8 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	School Control and Affiliation				Total
		Public School*	Private (Catholic)	Private (other religious)	Private (non-sectarian)	
Inclusive/ Teacher	LM/LEP	92.1	4.4	2.0	1.5	100.0
	LM/EP	92.6	4.5	2.0	0.9	100.0
	Non-LM	93.4	4.1	1.4	1.1	100.0
Inclusive/ Student	LM/LEP	94.4	3.2	1.6	0.8	100.0
	LM/EP	91.1	5.5	2.2	1.2	100.0
	Non-LM	93.4	4.1	1.4	1.1	100.0
Exclusive/ Teacher	LM/LEP	93.3	4.3	0.8	1.6	100.0
	LM/EP	93.9	4.0	1.4	0.8	100.1
	Non-LM	93.2	4.2	1.5	1.1	100.0
Exclusive/ Student	LM/LEP	95.5	2.7	1.1	0.7	100.0
	LM/EP	91.9	5.4	1.6	1.2	100.1
	Non-LM	93.2	4.2	1.5	1.1	100.0
National		93.2	4.2	1.5	1.1	100.0

* These public school grade 8 cross-sectional percentages appear to be biased significantly upward and do not not reflect the pattern expected based on the sampling design. As a result, we have chosen to use the longitudinal data in the body of the report.

Table C-7
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Geographic Region
Grade 8 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	Geographic Region					Total
		New England and Middle Atlantic	East North Central and West North Central	South Atlantic, East South Central, West South Central	Mountain and Pacific	Missing	
Inclusive/ Teacher	LM/LEP	23.4	9.4	24.3	42.8	0.1	100.0
	LM/EP	19.4	15.9	31.5	33.1	0.1	100.0
	Non-LM	19.0	28.5	36.6	15.9	0.1	100.1
Inclusive/ Student	LM/LEP	18.7	13.2	30.7	37.3	0.1	100.0
	LM/EP	21.1	16.1	30.1	32.6	0.2	100.1
	Non-LM	19.0	28.5	36.6	15.9	0.1	100.1
Exclusive/ Teacher	LM/LEP	20.5	7.7	27.2	44.6	0.1	100.1
	LM/EP	19.2	12.6	30.6	37.4	0.1	99.9
	Non-LM	19.1	27.7	36.2	16.9	0.1	100.0
Exclusive/ Student	LM/LEP	17.3	10.4	31.5	40.7	0.0	99.9
	LM/EP	21.7	12.9	28.4	36.9	0.2	100.1
	Non-LM	19.1	27.7	36.2	16.9	0.1	100.0
National		19.2	25.7	35.4	19.7	0.1	100.1

Table C-8
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Metropolitan Status
Grade 8 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	Metropolitan Status				Total
		Urban - Central City	Suburban-Area around Central City within MSA*	Rural-Outside MSA*	Missing or Not in School	
Inclusive/ Teacher	LM/LEP	40.1	46.3	13.6	0.0	100.0
	LM/EP	33.9	43.5	22.6	0.0	100.0
	Non-LM	22.7	43.5	33.8	0.0	100.0
Inclusive/ Student	LM/LEP	36.0	43.5	20.5	0.0	100.0
	LM/EP	34.0	44.4	21.6	0.0	100.0
	Non-LM	22.7	43.5	33.8	0.0	100.0
Exclusive/ Teacher	LM/LEP	42.3	44.7	13.0	0.0	100.0
	LM/EP	36.4	42.0	21.6	0.0	100.0
	Non-LM	34.5	58.3	7.3	0.0	100.1
Exclusive/ Student	LM/LEP	38.2	42.1	19.8	0.0	100.1
	LM/EP	37.0	43.0	20.1	0.0	100.1
	Non-LM	34.5	58.3	7.3	0.0	100.1
National		25.1	53.6	21.3	0.0	100.0

* MSA=Metropolitan Statistical Area.

Table C-9
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Race/Ethnicity
Grade 10 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	Race/Ethnicity						Total
		Asian/ Pacific Islander	Hispanic	Black (not Hispanic)	White (not Hispanic)	American Indian/ Alaskan Native	Missing	
Inclusive/ Teacher	LM/LEP	14.7	61.2	2.9	12.5	8.2	0.5	100.0
	LM/EP	16.3	52.4	5.2	23.4	2.1	0.6	100.0
	Non-LM	1.7	5.0	14.8	76.8	1.0	0.8	100.1
Inclusive/ Student	LM/LEP	15.4	58.7	5.1	16.7	3.7	0.4	100.0
	LM/EP	16.4	50.7	4.1	24.4	3.6	0.8	100.0
	Non-LM	1.7	5.0	14.8	76.8	1.0	0.8	100.1
Exclusive/ Teacher	LM/LEP	13.7	56.6	3.5	17.2	8.5	0.6	100.1
	LM/EP	13.5	39.8	7.3	36.8	2.2	0.4	100.0
	Non-LM	1.2	3.3	15.3	78.6	0.8	0.8	100.0
Exclusive/ Student	LM/LEP	14.3	46.9	7.4	27.1	4.0	0.3	100.0
	LM/EP	13.0	40.5	5.8	37.0	3.2	0.5	100.0
	Non-LM	1.2	3.3	15.3	78.6	0.8	0.8	100.0
National		3.5	10.8	13.6	70.0	1.3	0.8	100.0

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Table C-10
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and SES Quartile
Grade 10 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	SES Quartiles: Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	Total
Inclusive/ Teacher	LM/LEP	55.4	24.4	14.0	6.2	0.0	100.0
	LM/EP	43.1	21.9	17.4	17.6	0.1	100.1
	Non-LM	21.0	25.3	26.6	27.2	0.0	100.1
Inclusive/ Student	LM/LEP	54.6	20.9	13.5	11.0	0.1	100.1
	LM/EP	36.7	24.0	19.8	19.5	0.0	100.0
	Non-LM	21.0	25.3	26.6	27.2	0.0	100.1
Exclusive/ Teacher	LM/LEP	51.5	24.7	14.5	9.3	0.0	100.0
	LM/EP	32.5	23.3	20.3	23.8	0.1	100.0
	Non-LM	21.1	25.3	26.8	26.8	0.1	100.1
Exclusive/ Student	LM/LEP	45.4	22.0	16.6	15.9	0.2	100.1
	LM/EP	28.2	24.7	21.4	25.7	0.0	100.0
	Non-LM	21.1	25.3	26.8	26.8	0.1	100.1
National		23.9	24.0	25.4	25.8	0.1	100.0

Table C-11
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Gender
Grade 10 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	Sex		Total
		Male	Female	
Inclusive/ Teacher	LM/LEP	45.5	54.5	100.0
	LM/EP	50.0	50.0	100.0
	Non-LM	50.7	49.3	100.0
Inclusive/ Student	LM/LEP	50.9	49.1	100.0
	LM/EP	46.6	53.4	100.0
	Non-LM	50.7	49.3	100.0
Exclusive/ Teacher	LM/LEP	47.3	52.7	100.0
	LM/EP	50.7	49.3	100.0
	Non-LM	50.6	49.4	100.0
Exclusive/ Student	LM/LEP	52.9	47.1	100.0
	LM/EP	47.8	52.2	100.0
	Non-LM	50.6	49.4	100.0
National		50.5	49.5	100.0

Table C-12
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Reading Score Quartile
Grade 10 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	Reading Quartiles					Total
		Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	
Inclusive/ Teacher	LM/LEP	46.0	16.8	14.6	4.3	18.3	100.0
	LM/EP	24.4	28.2	21.3	15.6	10.5	100.0
	Non-LM	21.8	22.3	23.2	24.0	8.8	100.1
Inclusive/ Student	LM/LEP	38.9	25.2	14.6	7.0	14.3	100.0
	LM/EP	21.2	25.2	24.6	18.3	10.8	100.1
	Non-LM	21.8	22.3	23.2	24.0	8.8	100.1
Exclusive/ Teacher	LM/LEP	44.2	17.1	14.9	6.5	17.0	99.7
	LM/EP	22.4	25.6	20.3	22.0	9.7	100.0
	Non-LM	21.8	22.3	23.6	23.5	8.9	100.1
Exclusive/ Student	LM/LEP	36.7	22.0	15.6	11.6	13.2	99.1
	LM/EP	19.4	24.6	22.0	24.3	9.7	100.0
	Non-LM	21.8	22.3	23.6	23.5	8.9	100.1
National		22.8	22.6	22.7	22.6	9.3	100.0

Table C-13
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Mathematics Score Quartile
Grade 10 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	Math Quartiles					Total
		Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	
Inclusive/ Teacher	LM/LEP	38.8	19.1	13.1	10.3	18.7	100.0
	LM/EP	24.0	23.1	21.0	22.0	9.9	100.0
	Non-LM	21.8	22.6	23.1	23.3	9.1	99.9
Inclusive/ Student	LM/LEP	32.4	21.7	17.8	14.1	14.1	100.1
	LM/EP	23.0	22.8	20.5	23.7	9.9	99.9
	Non-LM	21.8	22.6	23.1	23.3	9.1	99.9
Exclusive/ Teacher	LM/LEP	39.0	19.8	13.1	8.3	19.8	100.0
	LM/EP	26.5	24.4	20.4	18.0	10.7	100.0
	Non-LM	21.9	22.5	22.9	23.6	9.1	100.0
Exclusive/ Student	LM/LEP	34.4	22.3	17.5	10.6	15.3	100.1
	LM/EP	25.2	24.1	19.5	20.4	10.8	100.0
	Non-LM	21.9	22.5	22.9	23.6	9.1	100.0
National		22.8	22.6	22.4	22.6	9.6	100.0

Table C-14
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and School Control and Affiliation
Grade 10 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	School Control and Affiliation					Total
		Public School	Private (Catholic)	Private (other religious)	Private (non-sectarian)	Missing or Not Enrolled	
Inclusive/ Teacher	LM/LEP	79.1	3.8	1.3	2.6	13.2	100.0
	LM/EP	81.3	7.1	2.0	2.3	7.3	100.0
	Non-LM	84.4	5.1	1.6	1.8	7.2	100.1
Inclusive/ Student	LM/LEP	81.7	4.5	1.3	1.1	11.5	100.1
	LM/EP	80.3	7.8	2.3	3.4	6.2	100.0
	Non-LM	84.4	5.1	1.6	1.8	7.2	100.1
Exclusive/ Teacher	LM/LEP	79.5	4.0	0.3	2.6	13.5	99.9
	LM/EP	82.4	6.4	1.1	1.6	8.5	100.0
	Non-LM	84.0	5.3	1.7	1.9	7.1	100.0
Exclusive/ Student	LM/LEP	81.7	3.5	0.8	0.6	13.4	100.0
	LM/EP	81.6	8.1	1.0	3.2	6.3	100.2
	Non-LM	84.0	5.3	1.7	1.9	7.1	100.0
National		83.7	5.3	1.6	1.9	7.4	99.9

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Table C-15
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Geographic Region
Grade 10 Cross-sectional Sample

LM/LEP Definition	LM/LEP Status	Geographic Region					Total
		New England and Middle Atlantic	East North Central and West North Central	South Atlantic, East South Central, West South Central	Mountain and Pacific	Missing or Not Enrolled	
Inclusive/ Teacher	LM/LEP	18.3	11.7	18.7	38.2	13.2	100.1
	LM/EP	18.5	15.3	29.0	30.3	7.0	100.1
	Non-LM	17.4	25.4	34.9	15.1	7.2	100.0
Inclusive/ Student	LM/LEP	14.8	13.9	26.2	34.1	11.0	100.0
	LM/EP	21.2	15.0	27.3	30.2	6.2	99.9
	Non-LM	17.4	25.4	34.9	15.1	7.2	100.0
Exclusive/ Teacher	LM/LEP	16.6	9.3	19.8	40.9	13.5	100.1
	LM/EP	17.8	11.5	28.2	34.5	8.0	100.0
	Non-LM	17.6	25.0	34.4	15.8	7.1	99.9
Exclusive/ Student	LM/LEP	14.1	9.8	26.2	37.2	12.6	99.9
	LM/EP	20.9	12.0	25.7	35.2	6.2	100.0
	Non-LM	17.6	25.0	34.4	15.8	7.1	99.9
National		17.6	23.4	33.4	18.3	7.4	100.1

Table C-16
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Metropolitan Status
Grade 10 Cross-sectional Sample

		Metropolitan Status				
LM/LEP Definition	LM/LEP Status	Urban - Central City	Suburban-Area around Central City within MSA*	Rural-Outside MSA*	Missing or Not in School	Total
Inclusive/ Teacher	LM/LEP	37.1	39.5	8.4	15.1	100.1
	LM/EP	32.8	51.1	8.3	7.8	100.0
	Non-LM	24.4	52.7	14.4	8.5	100.0
Inclusive/ Student	LM/LEP	34.2	46.2	7.6	11.9	99.9
	LM/EP	33.3	50.6	8.9	7.2	100.0
	Non-LM	24.4	52.7	14.4	8.5	100.0
Exclusive/ Teacher	LM/LEP	39.1	37.2	8.3	15.4	100.0
	LM/EP	34.5	49.2	7.6	8.8	100.1
	Non-LM	24.9	52.7	15.0	7.5	100.1
Exclusive/ Student	LM/LEP	36.3	42.6	7.2	14.0	100.1
	LM/EP	35.1	49.4	8.4	7.0	99.9
	Non-LM	24.9	52.7	15.0	7.5	100.1
National		26.1	51.9	14.1	7.8	99.9

* MSA=Metropolitan Statistical Area.

Table C-17
Reading and Mathematics Standard Scores by Grade Level, LM/LEP Definition, and LM/LEP Status Grade 8 and Grade 10 Cross-sectional Samples

LM/LEP Definition	LM/LEP Status	Grade 8		Grade 10	
		Reading	Mathematics	Reading	Mathematics
Inclusive/ Teacher	LM/LEP	44.0	45.0	52.8	55.1
	LM/EP	48.9	49.2	54.5	54.8
	Non-LM	50.5	50.4	54.8	54.8
Inclusive/ Student	LM/LEP	45.4	46.8	52.7	54.4
	LM/EP	50.3	50.0	55.4	55.2
	Non-LM	50.5	50.4	54.8	54.8
Exclusive/ Teacher	LM/LEP	42.6	44.0	52.9	55.4
	LM/EP	47.6	48.0	53.8	54.2
	Non-LM	50.5	50.4	54.8	54.8
Exclusive/ Student	LM/LEP	44.6	46.0	52.2	54.2
	LM/EP	48.9	48.5	54.9	54.7
	Non-LM	50.5	50.4	54.8	54.8

Table C-18
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Race/Ethnicity Grade 8 and Grade 10 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	Race/Ethnicity: Asian/ Pacific Islander	Hispanic	Black (not Hispanic)	White (not Hispanic)	American Indian/ Alaskan Native	Missing	Total
Inclusive/ Teacher	LM/LEP	11.7	65.9	2.0	12.4	6.0	2.0	100.0
	LM/EP	16.2	52.9	5.0	22.4	2.3	1.2	100.0
	Non-LM	1.6	4.1	14.3	77.9	0.9	1.3	100.1
Inclusive/ Student	LM/LEP	14.2	59.2	5.4	16.1	3.8	1.3	100.0
	LM/EP	16.4	51.9	3.5	24.5	2.2	1.4	99.9
	Non-LM	1.6	4.1	14.3	77.9	0.9	1.3	100.1
Exclusive/ Teacher	LM/LEP	11.0	58.6	2.7	18.4	7.7	1.6	100.0
	LM/EP	13.5	40.4	7.1	35.2	2.5	1.3	100.0
	Non-LM	1.0	2.1	14.8	80.2	0.7	1.2	100.0
Exclusive/ Student	LM/LEP	13.4	46.7	7.7	26.9	4.2	1.2	100.1
	LM/EP	12.9	40.8	5.5	36.7	2.6	1.5	100.0
	Non-LM	1.0	2.1	14.8	80.2	0.7	1.2	100.0
National		3.4	10.3	13.1	70.7	1.2	1.3	100.0

Table C-19
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and SES Quartile
Grade 8 and Grade 10 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	SES Quartiles					Total
		Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	
Inclusive/ Teacher	LM/LEP	55.8	24.3	14.0	6.0	0.0	100.1
	LM/EP	43.5	22.0	17.2	17.3	0.1	100.1
	Non-LM	21.2	25.3	26.5	27.0	0.0	100.0
Inclusive/ Student	LM/LEP	54.9	20.9	13.3	10.8	0.1	100.0
	LM/EP	37.1	23.9	19.7	19.3	0.0	100.0
	Non-LM	21.2	25.3	26.5	27.0	0.0	100.0
Exclusive/ Teacher	LM/LEP	51.9	24.5	14.6	9.0	0.0	100.0
	LM/EP	33.2	23.3	20.1	23.2	0.1	99.9
	Non-LM	21.3	25.4	26.7	26.6	0.0	100.0
Exclusive/ Student	LM/LEP	46.0	21.9	16.5	15.5	0.2	100.1
	LM/EP	28.9	24.6	21.3	25.2	0.0	100.0
	Non-LM	21.3	25.4	26.7	26.6	0.0	100.0
National		24.3	25.0	25.2	25.5	0.0	100.0

Table C-20
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Gender
Grade 8 and Grade 10 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	Sex		Total
		Male	Female	
Inclusive/ Teacher	LM/LEP	44.6	55.4	100.0
	LM/EP	50.1	49.9	100.0
	Non-LM	50.3	49.9	100.0
Inclusive/ Student	LM/LEP	50.9	49.1	100.0
	LM/EP	47.1	52.9	100.0
	Non-LM	50.3	49.7	100.0
Exclusive/ Teacher	LM/LEP	46.9	53.1	100.0
	LM/EP	50.8	49.2	100.0
	Non-LM	50.1	49.9	100.0
Exclusive/ Student	LM/LEP	53.0	47.0	100.0
	LM/EP	48.0	52.0	100.0
	Non-LM	50.1	49.9	100.0
National		50.1	49.9	100.0

Table C-21
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Reading Score Quartile
Grade 8 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	Reading Quartiles					Total
		Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	
Inclusive/ Teacher	LM/LEP	50.3	21.4	12.2	7.3	8.7	99.9
	LM/EP	29.9	29.9	21.6	16.1	3.6	101.1
	Non-LM	22.5	23.2	23.9	26.6	3.8	100.0
Inclusive/ Student	LM/LEP	42.6	30.3	14.3	7.8	5.0	100.0
	LM/EP	23.9	26.1	25.1	20.8	4.2	100.1
	Non-LM	22.5	23.2	23.9	26.6	3.8	100.0
Exclusive/ Teacher	LM/LEP	48.0	21.7	13.1	9.0	8.2	100.0
	LM/EP	27.0	26.7	21.3	21.2	3.6	99.8
	Non-LM	22.3	23.3	24.2	26.5	3.8	100.1
Exclusive/ Student	LM/LEP	41.3	28.3	15.6	10.6	4.3	100.1
	LM/EP	22.2	24.1	23.2	26.1	4.4	100.0
	Non-LM	22.3	23.3	24.2	26.5	3.8	100.1
National		23.9	23.8	23.3	25.1	3.9	100.0

Table C-22
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Mathematics Score Quartile
Grade 8 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	Mathematics Quartiles					Total
		Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	
Inclusive/ Teacher	LM/LEP	41.8	25.2	14.0	10.4	8.6	100.0
	LM/EP	25.6	25.6	22.9	22.1	3.7	99.9
	Non-LM	21.3	23.8	24.6	26.5	3.9	100.1
Inclusive/ Student	LM/LEP	35.8	27.4	16.7	15.4	4.7	100.0
	LM/EP	22.6	24.1	25.0	23.9	4.4	100.0
	Non-LM	21.3	23.8	24.6	26.5	3.9	100.1
Exclusive/ Teacher	LM/LEP	45.3	25.2	13.8	6.4	9.3	100.0
	LM/EP	28.5	28.1	21.7	18.1	3.7	100.1
	Non-LM	21.4	23.6	24.5	26.7	3.9	100.1
Exclusive/ Student	LM/LEP	37.0	29.8	16.2	11.5	5.4	99.9
	LM/EP	26.7	25.2	24.0	19.9	4.2	100.0
	Non-LM	21.4	23.6	24.5	26.7	3.9	100.1
National		22.7	24.1	23.9	25.2	4.0	99.9

Table C-23
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and School Control and Affiliation
Grade 8 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	School Control and Affiliation				Total
		Public School	Private (Catholic)	Private (other religious)	Private (non-sectarian)	
Inclusive/ Teacher	LM/LEP	86.6	9.3	2.7	1.3	99.9
	LM/EP	85.7	9.0	3.8	1.5	100.0
	Non-LM	88.5	7.2	2.7	1.6	100.0
Inclusive/ Student	LM/LEP	89.2	7.5	2.5	0.9	100.1
	LM/EP	83.4	10.2	4.5	2.0	100.1
	Non-LM	88.5	7.2	2.7	1.6	100.0
Exclusive/ Teacher	LM/LEP	86.8	10.6	1.4	1.3	100.1
	LM/EP	88.8	8.0	1.8	1.4	100.0
	Non-LM	88.0	7.4	3.1	1.6	100.1
Exclusive/ Student	LM/LEP	92.2	5.7	1.4	0.7	100.0
	LM/EP	84.6	11.4	2.0	2.0	100.0
	Non-LM	88.0	7.4	3.1	1.6	100.1
National		89.0	7.6	2.9	1.5	100.0

Table C-24
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Geographic Region
Grade 8 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	Geographic Region					Total
		New England and Middle Atlantic	East North Central and West North Central	South Atlantic, East South Central, West South Central	Mountain and Pacific	Missing	
Inclusive/ Teacher	LM/LEP	21.1	11.9	26.5	40.5	0.0	100.0
	LM/EP	20.8	16.1	30.4	32.7	0.1	100.1
	Non-LM	18.8	28.3	36.8	16.1	0.1	100.1
Inclusive/ Student	LM/LEP	17.0	14.5	31.0	37.5	0.0	100.0
	LM/EP	23.6	16.1	28.9	31.2	0.2	100.0
	Non-LM	18.8	28.3	36.8	16.1	0.1	100.1
Exclusive/ Teacher	LM/LEP	19.6	7.4	29.6	43.4	0.0	100.0
	LM/EP	19.8	11.9	30.2	38.0	0.1	100.0
	Non-LM	19.1	27.7	36.2	16.9	0.1	100.0
Exclusive/ Student	LM/LEP	16.5	9.3	32.4	41.8	0.0	100.0
	LM/EP	23.0	12.8	27.7	36.3	0.1	99.9
	Non-LM	19.1	27.7	36.2	16.9	0.1	100.0
National		19.2	25.7	35.4	19.7	0.1	100.1

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Table C-25
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Metropolitan Status
Grade 8 Longitudinal Sample

		Metropolitan Status				
LM/LEP Definition	LM/LEP Status	Urban - Central City	Suburban-Area around Central City within MSA	Rural-Outside MSA	Missing or Not in School	Total
Inclusive/ Teacher	LM/LEP	47.0	42.0	11.0	0.0	100.0
	LM/EP	35.3	42.7	22.1	0.0	100.1
	Non-LM	23.1	43.2	33.7	0.0	100.0
Inclusive/ Student	LM/LEP	37.9	41.5	20.8	0.0	100.2
	LM/EP	36.6	42.6	20.8	0.0	100.0
	Non-LM	23.1	43.2	33.7	0.0	100.0
Exclusive/ Teacher	LM/LEP	47.8	42.2	10.0	0.0	100.0
	LM/EP	36.7	41.9	21.5	0.0	100.1
	Non-LM	24.0	43.2	32.8	0.0	100.0
Exclusive/ Student	LM/LEP	39.9	41.7	18.4	0.0	100.0
	LM/EP	37.9	42.2	19.9	0.0	100.0
	Non-LM	24.0	43.2	32.8	0.0	100.0
National		25.9	43.1	31.0	0.0	100.0

Table C-26
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Reading Score Quartile
Grade 10 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	Reading Quartiles					Total
		Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	
Inclusive/ Teacher	LM/LEP	44.6	19.5	15.7	5.4	14.9	100.1
	LM/EP	24.4	28.2	21.3	15.4	10.7	100.0
	Non-LM	21.0	22.1	23.7	25.1	8.0	99.9
Inclusive/ Student	LM/LEP	36.8	26.9	16.0	7.6	12.3	99.6
	LM/EP	20.3	26.1	24.3	19.1	10.3	100.1
	Non-LM	21.0	22.1	23.7	25.1	8.0	99.9
Exclusive/ Teacher	LM/LEP	44.0	18.8	15.9	7.8	13.4	99.9
	LM/EP	22.6	25.6	20.3	21.7	9.8	100.0
	Non-LM	21.0	22.1	24.2	24.7	8.0	100.0
Exclusive/ Student	LM/LEP	35.1	24.0	16.6	12.2	12.2	100.1
	LM/EP	19.3	25.0	21.8	24.9	9.1	100.1
	Non-LM	21.0	22.1	24.2	24.7	8.0	100.0
National		22.0	22.6	23.3	23.7	8.5	100.0

Table C-27
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Mathematics Score Quartile
Grade 10 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	Math Quartiles					Total
		Quartile 1 (Low)	Quartile 2	Quartile 3	Quartile 4 (High)	Missing	
Inclusive/ Teacher	LM/LEP	43.0	19.8	13.8	9.8	13.6	100.0
	LM/EP	24.3	23.1	20.8	21.8	10.0	100.0
	Non-LM	20.6	22.6	23.9	24.6	8.3	100.0
Inclusive/ Student	LM/LEP	32.9	22.3	18.0	14.4	12.5	100.1
	LM/EP	23.2	22.8	21.0	23.9	9.2	100.1
	Non-LM	20.6	22.6	23.9	24.6	8.3	100.0
Exclusive/ Teacher	LM/LEP	43.7	20.8	13.8	6.7	14.9	99.9
	LM/EP	26.6	24.4	20.2	18.0	10.8	100.0
	Non-LM	20.9	22.5	23.6	24.8	8.3	100.1
Exclusive/ Student	LM/LEP	35.3	31.1	17.7	10.8	13.1	108.0
	LM/EP	24.9	24.3	20.1	20.6	10.3	100.2
	Non-LM	20.9	22.5	23.6	24.8	8.3	100.1
National		22.0	22.6	23.0	23.7	8.7	100.0

Table C-28
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and School Control and Affiliation
Grade 10 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	School Control and Affiliation					Total
		Public School	Private (Catholic)	Private (other religious)	Private (non-sectarian)	Missing or Not Enrolled	
Inclusive/ Teacher	LM/LEP	80.3	4.4	1.5	3.2	10.6	100.0
	LM/EP	81.1	7.0	2.0	2.3	7.7	100.1
	Non-LM	84.7	5.4	1.7	2.1	6.3	100.2
Inclusive/ Student	LM/LEP	81.4	4.6	1.3	1.1	11.6	100.0
	LM/EP	80.7	8.0	2.3	3.5	5.5	100.0
	Non-LM	84.7	5.4	1.7	1.9	6.3	100.0
Exclusive/ Teacher	LM/LEP	79.9	4.8	0.3	4.4	11.6	101.0
	LM/EP	82.2	6.3	1.1	1.6	8.8	100.0
	Non-LM	84.3	5.6	1.8	2.0	6.3	100.0
Exclusive/ Student	LM/LEP	81.3	3.6	0.8	0.6	13.7	100.0
	LM/EP	82.2	8.4	1.0	3.3	5.2	100.1
	Non-LM	84.3	5.6	1.8	2.0	6.3	100.0
National		84.0	5.7	1.7	2.0	6.7	100.1

Table C-29
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Geographic Region
Grade 10 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	Geographic Region					Total
		New England and Middle Atlantic	East North Central and West North Central	South Atlantic, East South Central, West South Central	Mountain and Pacific	Missing or Not Enrolled	
Inclusive/ Teacher	LM/LEP	18.8	13.5	20.2	36.9	10.6	100.0
	LM/EP	18.2	14.9	28.8	30.8	7.3	100.0
	Non-LM	18.0	26.5	34.2	15.1	6.3	100.1
Inclusive/ Student	LM/LEP	14.3	13.9	27.0	33.8	11.0	100.0
	LM/EP	21.3	15.2	27.8	30.2	5.5	100.0
	Non-LM	18.0	26.5	34.2	15.1	6.3	100.1
Exclusive/ Teacher	LM/LEP	16.8	10.2	22.3	39.1	11.6	100.0
	LM/EP	17.6	11.2	28.0	35.1	8.3	100.2
	Non-LM	18.1	25.9	33.8	15.9	6.3	100.0
Exclusive/ Student	LM/LEP	13.4	9.6	27.4	36.8	12.8	100.0
	LM/EP	21.3	12.3	26.3	35.0	5.2	100.1
	Non-LM	18.1	25.9	33.8	15.9	6.3	100.0
National		18.1	24.1	32.8	18.4	6.6	100.0

Table C-30
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and Metropolitan Status
Grade 10 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	Metropolitan Status: Urban - Central City	Metropolitan Status: Suburban-Area around Central City within MSA	Metropolitan Status: Rural-Outside MSA	Metropolitan Status: Missing or Not in School	Total
Inclusive/ Teacher	LM/LEP	39.2	42.0	7.3	11.6	100.1
	LM/EP	32.9	50.7	8.3	8.1	100.0
	Non-LM	23.9	53.2	16.2	6.7	100.0
Inclusive/ Student	LM/LEP	33.8	46.7	7.8	11.7	100.0
	LM/EP	33.9	51.2	8.4	6.5	100.0
	Non-LM	23.9	53.2	16.2	6.7	100.0
Exclusive/ Teacher	LM/LEP	41.5	38.9	6.7	12.9	100.0
	LM/EP	34.5	48.8	7.6	9.1	100.0
	Non-LM	24.5	53.2	15.6	6.8	100.1
Exclusive/ Student	LM/LEP	35.9	43.1	7.4	13.7	100.1
	LM/EP	35.9	50.6	7.5	6.0	100.0
	Non-LM	24.5	53.2	15.6	6.8	100.1
National		25.9	52.5	14.6	7.1	100.1

Table C-31
Percentage of Youth, by LM/LEP Definition, LM/LEP Status, and FU1 Drop-out Status
Grade 8 and 10 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	Drop-out Status				Total
		Did Not Drop Out	Dropped Out, But Returned	Dropped Out, No Return	Multiple Drop Out Episodes	
Inclusive/ Teacher	LM/LEP	88.3	2.0	9.7	0.1	100.1
	LM/EP	92.0	1.3	6.6	0.1	100.0
	Non-LM	93.6	0.7	5.6	0.1	100.0
Inclusive/ Student	LM/LEP	87.8	1.8	10.2	0.3	100.1
	LM/EP	94.1	1.1	4.8	0.0	100.0
	Non-LM	93.6	0.7	5.6	0.1	100.0
Exclusive/ Teacher	LM/LEP	87.3	2.3	10.4	0.1	100.1
	LM/EP	90.4	1.7	7.7	0.2	100.0
	Non-LM	93.6	0.7	5.6	0.1	100.0
Exclusive/ Student	LM/LEP	86.0	2.0	11.7	0.3	100.0
	LM/EP	93.6	1.7	4.8	0.0	100.1
	Non-LM	93.6	0.7	5.6	0.1	100.0
National		93.2	0.8	5.9	0.1	100.0

Table C-32

Reading and Mathematics IRT-Estimated BY to FU1 Gain, by LM/LEP Definition and LM/LEP Status

Grade 8 and Grade 10 Longitudinal Sample

LM/LEP Definition	LM/LEP Status	Estimated Gain Score	
		Reading	Mathematics
Inclusive/ Teacher	LM/LEP	1.4	4.6
	LM/EP	2.5	5.4
	Non-LM	2.2	5.0
Inclusive/ Student	LM/LEP	2.3	5.3
	LM/EP	2.4	5.2
	Non-LM	2.2	5.0
Exclusive/ Teacher	LM/LEP	1.6	4.8
	LM/EP	2.6	5.5
	Non-LM	2.2	5.0
Exclusive/ Student	LM/LEP	2.1	5.2
	LM/EP	2.7	5.6
	Non-LM	2.2	5.0

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SPECIAL ISSUES ANALYSIS CENTER

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SPECIAL ISSUES ANALYSIS CENTER

Biennial Report to Congress on the Emergency Immigrant Education Act (EIEA)

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I. INTRODUCTION

The Emergency Immigrant Education Act (EIEA) of 1984 (PL 98-511) authorizes assistance to local education agencies (LEAs) for supplementary educational services for immigrant children enrolled in elementary and secondary schools. The act was reauthorized in 1988 (PL 100-297) and is again being considered for reauthorization in 1993. Appendix A contains the 1988 amendments to the Emergency Immigrant Education Act (PL 100-297).

Section 4410 (b) of the EIEA, as amended in 1988, requires that the Secretary of the Department of Education (ED) submit a report to Congress every two years on the status of the EIEA program. This report fulfills that requirement by providing information on the EIEA program, program participants, grant allocations and expenditures for the years 1991 and 1992. Information was collected from EIEA program surveys submitted by state educational agencies (SEAs) to OBEMLA, along with U.S. Census data, a 1991 General Accounting Office (GAO) report on the EIEA program, and additional research related to immigrant and refugee programs. Appendix B contains the instructions provided to SEAs for reporting data on EIEA programs.

Section II of this report provides background information on the legislative history and scope of the EIEA program and the program's administration. Section III presents data on the total number of EIEA students, and the number of EIEA students by state of residence and country of origin. The next two sections (Sections IV and V) provide information on grant allocations and expenditures for 1990-91 and 1991-92. Section VI discusses proposed legislative changes to the Emergency Immigrant Education Act. The final section (Section VII) presents a summary of the findings.

II. BACKGROUND

The U.S. General Accounting Office (GAO) reported in 1991 that there were approximately 2.1 to 2.7 million immigrant children in the U.S., representing about six percent of the country's school-age population. Recent projections from the U.S. Census Bureau suggest that the nation's school-age population (ages 5-17) will increase by over six million during the 1990s and that immigration is expected to account for a large proportion of the expected increase (Day, 1992). Therefore, the provision of appropriate services to immigrant students, many of whom are limited English proficient, is a major concern for state and local education agencies (LEAs). Frequent and unexpected fluctuations in the number of immigrants make it difficult for LEAs to plan and to provide services. The Emergency Immigrant Education Act program provides financial assistance to these overburdened LEAs to help serve this population.

A. Overview of the EIEA Program

The Emergency Immigrant Education Act authorizes the Department of Education to award and monitor grants to eligible state education agencies. The SEAs, in turn, are responsible for distributing funds to eligible local education agencies. The LEAs use these funds to provide supplementary instructional and noninstructional services to immigrant children, including bilingual or English language instruction, as well as for additional materials, supplies, and staff training needed to serve immigrant children.

Section 4407 (b) of the EIE Act broadly specifies the services for which LEAS may use their EIEA program funds:

> "(1) supplementary educational services necessary to enable those children to achieve a satisfactory level of performance, including
>
> (A) English language instruction;
> (B) other bilingual education services; and
> (C) special materials and supplies;
>
> (2) additional basic instructional services which are directly attributable to the presence in the school district of immigrant children, including the costs of providing additional classroom supplies, overhead costs, costs of construction, acquisition or rental of space, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services; and
>
> (3) essential inservice training for personnel who will be providing instruction described in either paragraph (1) or (2) of this subsection."

Funding eligibility is determined by the number of children currently enrolled in a school district who are not U.S. citizens and who have attended public or nonprofit private schools in the U.S. for fewer than three complete school years. A school district must have either a minimum of 500 eligible immigrant students, or eligible immigrant students must comprise three percent or more of the total student population. The intent underlying these criteria is to serve the largest concentration of recently arrived immigrant students.

B. Administration of the EIEA Program

The EIEA program is administered through the Division of State and Local Programs at the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). The program officer responsible for the EIEA program distributes, processes, and reviews grant application materials for SEAs interested in applying for funding. EIEA funds are distributed based on the ratio of eligible immigrant students within each SEA to the total number of eligible immigrant students in the United States. The amount of funds received by each eligible SEA is calculated by multiplying the number of eligible students in each state by the per student amount authorized by Congress ($500.00). This amount is later adjusted to the amount appropriated by Congress.

As specified under section 4406 (3) (A) of the Emergency Immigration Education Act, funds must also be modified to offset federal funds received for the same purpose, such as the Targeted Assistance Grants (TAG) Program administered by the Department of Health and Human Services (HHS) Office of Refugee Resettlement (ORR). During the application process, HHS/ORR provides OBEMLA with a list of states who are requesting TAG funds and the amount requested. OBEMLA withholds a portion of the EIEA grant until the HHS/ORR completes its application process and then releases or reduces funds based on TAG data. Any remaining funds are redistributed among participating SEAs.

Once the EIEA grants are awarded, the OBEMLA program officer is responsible for reviewing the biennial reports required from each SEA under Section 4410 (a) of the enabling legislation.

III. EIEA PROGRAM PARTICIPANTS

According to a 1991 report of the EIEA program by the GAO, there were about 700,000 eligible immigrant children in over 4,500 school districts during the 1989-90 school year. The GAO study, based on a survey of 529 school districts that received EIEA program funds during 1989-90 and a representative sample of 995 districts that did not receive EIEA program funds, estimated that about 85 percent (564,000) of the identified eligible immigrant students were receiving EIEA-funded services. The other 15 percent were either in school districts with too few students to qualify (90 percent of nonfunded districts) or in districts electing not to apply for an EIEA grant (10 percent of nonfunded districts). Among the reasons that district officials gave for not requesting EIEA funds were not knowing about the program, not realizing that they were eligible for funding, and not having sufficient resources to identify immigrant children. A recent evaluation of the EIEA program (COSMOS Corporation, 1993) found that nine State Education Agencies (Alabama, Arkansas, Delaware, Indiana, Kentucky, Nevada, New Hampshire, South Dakota, and Vermont) have never applied for EIEA program funding. These states did apply for federal grants under the Transition Program for Refugee Children which, until 1990, authorized assistance to LEAs for supplementary educational services for refugees.

The GAO study also found that, of the approximately 564,000 students who received EIEA-funded services, many benefitted from other federal education programs, such as Title VII Bilingual Education and Chapter 1 programs. The GAO study estimates suggest that the percentage of students who participate in both EIEA-funded and other federally-supported services range from less than 10 percent in the State Legalization Impact Assistance Grants Program to approximately 66 percent in the Chapter 1 Program for Educationally Disadvantaged Children.

Data from the 1991 GAO study indicate that EIEA students are primarily Hispanic (60 percent) or Asian (22 percent), followed by White non-Hispanic (eight percent), Black non-Hispanic (six percent), Pacific Islanders (two percent), and Other (two percent). Most (approximately 90 percent) are limited English proficient. Almost two-thirds (60 percent) of the EIEA program participants are enrolled in elementary schools, 18 percent in middle and junior high schools, and 21 percent in high schools. Very few (one percent) of EIEA students are in pre-kindergarten classes.

A. EIEA Program Participants by State

Tables 1 and 2 show the number and percentage of immigrant students served by state during the 1990-91 and 1991-92 school years, as compiled from SEA reports[1]. For the 1990-91 school year, 32 states and one U.S. territory receiving EIEA funds reported that they served 589,743 immigrant students. Thirty-five states and two U.S. territories provided services to 684,293 students in 1991-92.

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[1] Data received by the Department of Education were examined for inconsistencies and follow-up inquiries were made of several states to obtain corrected information.

Five states (California, New York, Texas, Illinois, and Florida) accounted for over three-fourths of total EIEA participants for both 1990-91 and 1991-92. California had by far the largest proportion of EIEA students for each school year (45.5 percent and 46.6 percent, respectively), followed by New York (16.7 percent and 16.3 percent, respectively). Similar findings were reported in the previous biennial report to Congress on 1988-90 data.

B. EIEA Program Participants by National Origin

Tables 3 and 4 show the most common countries of origin for students served in EIEA programs in the 1990-91 and 1991-92 school years, as reported by the SEAs. In each program year, ten countries accounted for nearly two-thirds of all EIEA program participants, with the largest proportion of EIEA students from Mexico (35.3 percent in 1990-91 and 38.2 percent in 1991-92).

There was very little change in the composition of the top ten countries of origin between the 1990-91 and 1991-92 school years. Mexico and Vietnam stayed in the top two positions and six other countries (China, the Dominican Republic, El Salvador, Korea, the Philippines, and the former Soviet Union) also remained among the top ten in both years. Nicaragua and Laos were replaced by Haiti and Guatemala on the 1991-92 list of the most common countries of origin.

Over one-half of EIEA program participants during 1990-91 and 1991-92 were from Spanish-language speaking countries, including Mexico, El Salvador, and the Dominican Republic. About the same proportion had been reported for the previous two-year period (1988-90). Approximately one-fourth of EIEA students were from Asian-language speaking countries, such as Vietnam, Laos, and China. Less than three percent were from English-language speaking countries. Appendix C presents the number of EIEA participants by country of origin as reported by SEAs for the 1990-91 and 1991-92 school years.

Appendix D contains a table of EIEA participation by state of residence and country of origin as reported by SEAs for the 1990-91 and 1991-92 school years. The geographical concentration of the EIEA student population suggests that immigrants to the U.S. continue to gravitate to states with large numbers of people who speak the language(s) of the newly-arrived immigrants. For example, since Spanish-speaking immigrants generally settle in California, New York, Florida, or Texas, these are states with high numbers of EIEA students.

TABLE 1

EIEA Participants by State for the 1990-91 School Year

State	Total Students	Percentage
CA	268,455	45.5%
NY	98,333	16.7
TX	36,159	6.1
IL	30,687	5.2
FL	25,861	4.4
NJ	16,850	2.9
MA	16,139	2.7
AZ	12,495	2.1
VA	10,777	1.8
WA	8,666	1.5
MD	7,451	1.3
UT	7,062	1.2
RI	6,265	1.1
PA	4,636	0.8
DC	3,938	0.7
HI	3,467	0.6
CT	3,450	0.6
LA	3,344	0.6
GA	3,273	0.6
NM	2,971	0.5
MN	2,890	0.5
OR	2,232	0.4
WI	2,059	0.3
KS	1,980	0.3
MI	1,931	0.3
OH	1,492	0.3
CO	1,349	0.2
TN	1,089	0.2
IA	662	0.1
OK	377	0.1
MO	301	0.1
MT	94	<0.1
Puerto Rico	3,008	0.5
Total	**589,743**	**100.0%**

TABLE 2

EIEA Participants by State for the 1991-92 School Year

State	Total Students	Percentage
CA	318,633	46.6%
NY	111,321	16.3
TX	40,561	5.9
IL	34,122	5.0
FL	32,998	4.8
NJ	19,500	2.8
MA	17,334	2.5
AZ	14,240	2.1
WA	11,630	1.7
VA	10,812	1.6
MD	8,663	1.3
RI	7,566	1.1
UT	6,432	0.9
PA	4,732	0.7
GA	3,985	0.6
CT	3,857	0.6
NM	3,827	0.6
OR	3,788	0.6
DC	3,679	0.5
LA	3,420	0.5
MN	3,150	0.5
HI	2,987	0.4
MI	2,879	0.4
CO	2,073	0.3
WI	1,580	0.2
TN	1,508	0.2
OH	1,460	0.2
KS	1,021	0.1
MO	847	0.1
ID	466	0.1
OK	409	0.1
ND	315	<0.1
ME	257	<0.1
IA	186	<0.1
MT	120	<0.1
Puerto Rico	3,013	0.4
Guam	922	0.1
Total	**684,293**	**100.0%**

TABLE 3

Most Common Countries of Origin for Students Served in EIEA Programs 1990-91

Country	Total Students	Percentage
Mexico	207,984	35.3%
Vietnam	32,681	5.5
El Salvador	26,658	4.5
Dominican Republic	25,233	4.3
Philippines	18,481	3.1
Nicaragua	14,800	2.5
Korea	14,407	2.4
USSR	13,860	2.4
Laos	13,508	2.3
China	13,421	2.3

TABLE 4

Most Common Countries of Origin for Students Served in EIEA Programs 1991-92

Country	Total Students	Percentage
Mexico	261,664	38.2%
Vietnam	36,629	5.4
Dominican Republic	28,242	4.1
El Salvador	27,560	4.0
USSR	21,678	3.2
Philippines	20,446	3.0
China	15,656	2.3
Haiti	15,456	2.3
Korea	15,190	2.2
Guatemala	14,057	2.1

IV. EIEA PROGRAM GRANT ALLOCATIONS, 1984-1992

Current legislation authorizes funding for the EIEA program through 1993. As shown in Table 5 below, the amount of Congressional appropriations has remained relatively constant at approximately $29-$30 million annually. The number of immigrant students served by the program, however, has been increasing since the legislation was enacted in 1984, with the number of EIEA students during 1991-92 (687,334) almost twice the number for 1984-85 (348,287). These two factors have resulted in a smaller per-pupil allocation for each successive program year. The per student allocation has steadily decreased from $86 for the 1984-85 school year to $43 for the 1991-92 school year.

TABLE 5

EIEA Grant Allocations, 1984-92

School Year	Appropriation (in millions of dollars)	Number of EIEA Students	Per Student Allocation (dollars)
1984-85	$30.0	348,287	$86
1985-86	30.0	422,549	71
1986-87	28.7	436,612	66
1987-88	30.0	428,688	70
1988-89	28.7	427,870	67
1989-90	29.6	478,172	62
1990-91	30.1	616,604*	49
1991-92	29.3	687,334*	43

* Differences in numbers of students reported here and total EIEA participants reported in Tables 1 and 2 reflect enrollment fluctuations from the time of the initial child count to the end of a project period.

V. EIEA PROGRAM EXPENDITURES IN 1990-91 AND 1991-92

In the 1990-91 school year, 32 states and one U.S. territory reported expenditures in the amount of $28,584,109. Thirty-five states and two U.S. territories reported expenditures in the amount of $27,003,627 for the 1991-92 school year. The reported number of EIEA students rose by approximately 70,000 during this period.

A 1991 GAO review of school districts funded under EIEA in the 1989-90 school year concluded that most EIEA funds (80 percent) were used to support academic instructional programs. The remaining amount was used for administrative costs (five percent), student testing and career counseling (four percent), parental involvement (four percent), and miscellaneous expenses (seven percent). Similarly, SEA-reported expenditures during 1988-1990 indicated that 81 percent of the total EIEA grant budget was spent on supplementary educational services, 13 percent on additional basic instructional services, four percent on inservice training for personnel, and one percent for administrative costs.

Recently reported program expenditures for the 1990-91 and 1991-92 school year show a similar pattern[2]. Over this two-year period, almost 80 percent of total EIEA funds were used for supplementary educational services, 16 percent for additional basic instructional services, four percent for inservice training for personnel and two percent for administrative costs. Figure 1 illustrates the relative percentages of these expenditures for the 1990-91 and 1991-92 reporting periods.

Table 6 presents a more detailed breakdown of EIEA program expenditures by category for 1990-91 and 1991-92. In 1990-91, $22,742,438 of total EIEA funds ($28,504,109) were used for supplementary educational services, such as English language instruction (44.2 percent), other bilingual education (24.4 percent), and special materials and supplies (7.6 percent). Additional basic instructional services comprised another 15.6 percent ($4,467,088) of the total EIEA funds, and consisted of money for classroom supplies (7.8 percent), overhead costs (3.3 percent), transportation (1.3 percent), construction (1.2 percent), acquisition/rental of space (less than one percent), and other services (1.2 percent). Inservice training for personnel accounted for 3.3 percent ($946,475), and administrative costs were 1.5 percent ($428,107) of the total allotment of EIEA funds.

Although there was some variation, 1991-92 EIEA budget categories and distributions remained very similar to the 1990-91 school year. The total expenditures for the 1991-92 school year were $27,003,627, representing a 5.5 percent ($1,580,482) decrease from the previous year.

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[2] The program expenditure categories used in this report are those listed in the Emergency Immigrant Education Act and reported by state education agencies. Explicit definitions of these categories were not provided.

Figure 2 illustrates the relative size of the expenditures for four supplementary educational services categories in 1990-91 and 1991-92. While there was some variation among states, SEAs reported spending more for English language instruction than for any other item. Two states and one U.S. territory (Colorado, Montana, and Puerto Rico) spent over 90 percent of their total EIEA funds for 1990-91 and 1991-92 in this category.

Very few states reported spending a substantial proportion of their EIEA budget on "other bilingual education" services. One exception was the state of Minnesota. In both school years, over one-half of their EIEA grant was spent within this category (56.2 percent in 1990-91 and 59.2 percent in 1991-92). New York spent over 40 percent in this category during each of these two years. In contrast, seven states and one U.S. territory (Colorado, Georgia, Maryland, Oklahoma, Pennsylvania, Rhode Island, Wisconsin, and Puerto Rico) did not use any EIEA monies for "other bilingual education" in either 1990-91 or 1991-92.

FIGURE 1

Major EIEA Expenditure Categories
1990-91 and 1991-92

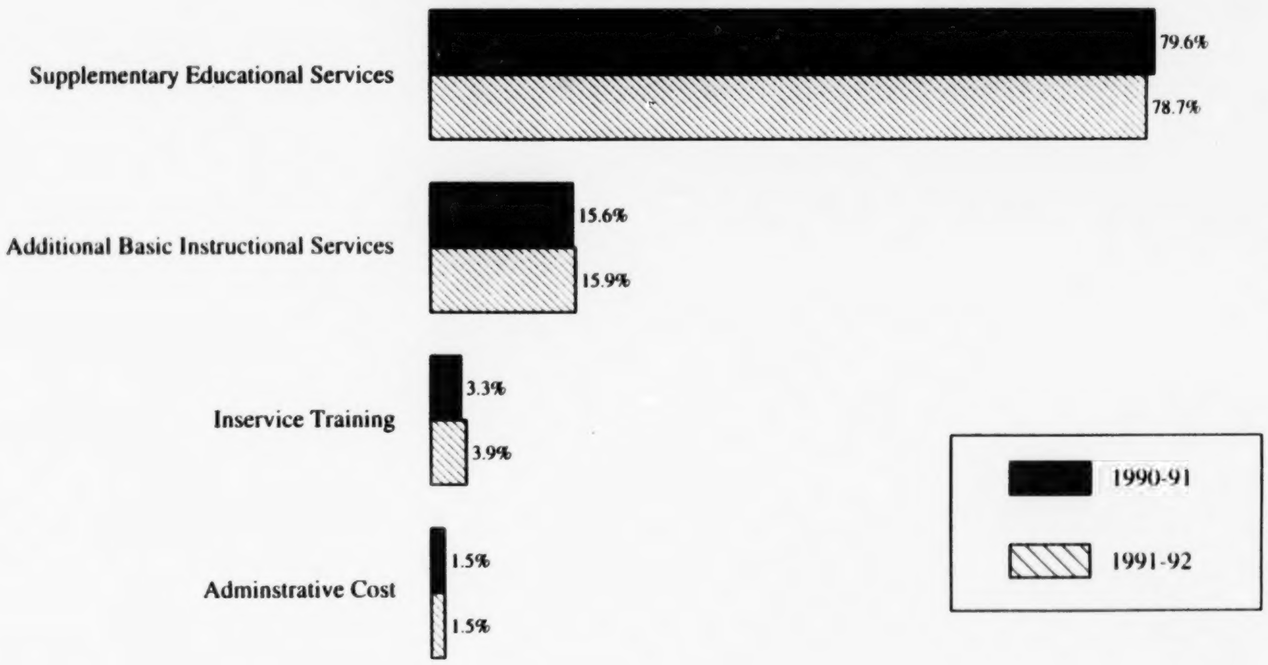


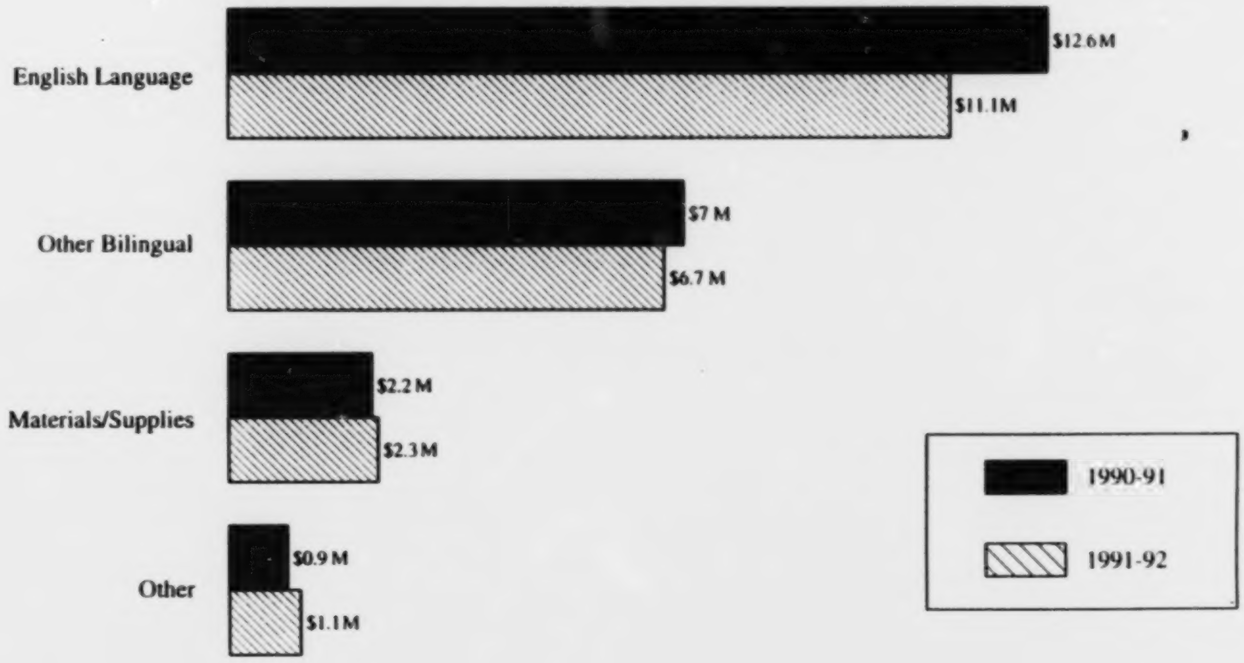
TABLE 6

EIEA Expenditures by Category

	1990-91		1991-92	
Expenditure Category	**Dollars**	**Percentage**	**Dollars**	**Percentage**
A. Supplementary Educational Services	**$22,742,438**	**79.6%**	**$21,249,621**	**78.7%**
1. English Language Instruction	12,647,040	44.2	11,139,461	41.3
2. Other Bilingual Education	6,984,710	24.4	6,693,301	24.8
3. Special Materials and Supplies	2,167,934	7.6	2,327,694	8.6
4. Other	942,754	3.3	1,089,165	4.0
B. Additional Basic Instructional Services	**4,467,088**	**15.6**	**4,299,219**	**15.9**
1. Classroom Supplies	2,235,471	7.8	2,327,358	8.6
2. Overhead Costs	945,897	3.3	843,568	3.1
3. Construction	343,245	1.2	211,224	0.8
4. Acquisition/Rental of Space	214,701	0.8	105,388	0.4
5. Transportation	375,608	1.3	498,337	1.8
6. Other	352,167	1.2	313,344	1.2
C. Inservice Training for Personnel	**946,475**	**3.3**	**1,042,951**	**3.9**
D. Administrative Cost	**428,107**	**1.5**	**411,836**	**1.5**
E. Total	**$28,584,109**	**100.0%**	**$27,003,627**	**100.0%**

FIGURE 2

Expenditures for Supplementary Educational Services
1990-91 and 1991-92



VI. PROPOSED 1993 LEGISLATIVE AMENDMENTS

To ensure that EIEA program funds effectively meet the needs of eligible immigrant students, the U.S. Department of Education (ED) has submitted a legislative proposal to the Congress. The primary intent of the proposed legislation is to more efficiently target the linguistic and academic needs of immigrant students and to assist them with their transition into American society. The principal changes to the Emergency Immigrant Education Act would be as follows:

1. The proposed legislation would authorize the ED to distribute grants directly to eligible local education agencies rather than through state education agencies.

2. The eligibility criteria for LEAs who apply for an EIEA grant would be revised from a minimum district enrollment of 500 immigrant children (or 3 percent of the total enrollment) to a minimum LEA enrollment of 1,000 immigrant children or youth (or 10 percent of the total enrollment).

3. To apply for EIEA program funds, LEAs would be required to submit evidence of eligibility and need for funding, including the characteristics of the population to be served (e.g., native language, English language proficiency, and academic achievement). The application must also contain a description of the proposed program design and how it will meet the needs of the immigrant children or youth who will be served.

4. The approved uses of EIEA funds would be revised to more clearly emphasize educational services. Additional basic instructional services would no longer be funded. The specific items that would be approved for funding are parent outreach and training, personnel salaries, tutorials and academic or career counseling, and materials acquisition. Other activities would have to be approved by the Department of Education.

5. LEAs may distribute subgrants to other educational organizations or may form a consortium with other educational organizations to implement an approved program for eligible immigrant children and youth.

6. Whereas the existing legislation is intended to fund programs within public and nonpublic schools, out-of-school youth could be served under the proposed legislation.

VII. SUMMARY

The EIEA program, administered by the Office of Bilingual Education and Minority Languages Affairs, provided funding to 32 states and one territory for 1990-91 and 35 states and two territories for 1991-92. Five states accounted for over 75 percent of the total number of EIEA program participants in each of these school years. While over one-half of EIEA participants were from Mexico and other Spanish-language speaking countries, many were from Asian countries such as Vietnam, the Philippines, Korea, and China.

The number of students served by the EIEA program has risen dramatically since the Emergency Immigrant Education Act was first authorized. State-reported student counts indicate that the number of EIEA program participants increased by approximately 100,000 between 1991 and 1992 alone and has almost doubled since the 1984-85 school year. Nevertheless, escalations in the numbers of EIEA program participants have not been matched by increases in federal program funding. Thus, the amount of funding a school district receives for each eligible immigrant student is one-half the amount provided ten years ago.

State expenditures showed little variation between the 1990-91 and 1991-92 school years. School districts continue to spend a large share of their EIEA funds on the categories of English language instruction and other bilingual education services. As a result, states reported spending only a small proportion of EIEA funds on inservice personnel training and on instructional costs other than English language and bilingual education services.

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APPENDICES

APPENDIX A:

Emergency Immigrant Education Act (PL 100-297)

"Subpart 3—General Provisions

20 USC 3111

"SEC. 4331. ADMINISTRATIVE PROVISIONS.

"(a) General Rule.—Payments under this part may be made in installments, in advance, or by way of reimbursement, with necessary adjustments on account of underpayment or overpayment.

"(b) Audit Rule.—The Comptroller General of the United States or any of the Comptroller General's duly authorized representatives shall have access for the purpose of audit and examination to any books, documents, papers, and records that are pertinent to any grant under this part.

20 USC 3112

"SEC. 4332. AUTHORIZATION OF APPROPRIATIONS.

"(a) Authorization for Subpart 1.—There are authorized to be appropriated to carry out the provisions of subpart 1 of this part $3,000,000 for fiscal year 1989 and such sums as may be necessary for each of the fiscal years 1990 through 1993.

"(b) Authorization for Subpart 2.—(1) There are authorized to be appropriated to carry out the provisions of subpart 2 of this part $2,000,000 for fiscal year 1989 and such sums as may be necessary for each of the fiscal years 1990 through 1993.

"(2) No funds may be appropriated pursuant to paragraph (1) for the fiscal year 1989 unless amounts appropriated pursuant to subsection (a) for such fiscal year total not less than $2,500,000. In each of the fiscal years 1990 through 1993, no funds may be appropriated pursuant to paragraph (1) unless sufficient amounts are appropriated pursuant to subsection (a) for the fiscal year to carry out activities under subpart 1 of this part at the level established during the fiscal year 1989.

"PART D—IMMIGRANT EDUCATION

Emergency Immigrant Education Act of 1984.
20 USC 3121.

"SEC. 4401. SHORT TITLE.

"This part may be cited as the 'Emergency Immigrant Education Act of 1984'.

20 USC 3122.

"SEC. 4402. DEFINITIONS.

"As used in this part—

"(1) The term 'immigrant children' means children who were not born in any State and who have been attending schools in any 1 or more States for less than 3 complete academic years.

"(2) The term 'elementary or secondary nonpublic schools' means schools which comply with the applicable compulsory attendance laws of the State and which are exempt from taxation under section 501(c)(3) of the Internal Revenue Code of 1954.

20 USC 3123.

"SEC. 4403. AUTHORIZATIONS AND ALLOCATION OF APPROPRIATIONS.

"(a) Authorizations of Appropriations.—There are authorized to be appropriated to make payments to which State educational agencies are entitled under this part and payments for administration under section 4404 $30,000,000 for the fiscal year 1985, $40,000,000 for each of the fiscal years 1986, 1987, 1988, and 1989, and such sums as may be necessary for each of the fiscal years 1990, 1991, 1992, and 1993.

"(b) Allocation of Appropriations.—(1) If the sums appropriated for any fiscal year to make payments to States under this part are

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not sufficient to pay in full the sum of the amounts which State educational agencies are entitled to receive under this part for such year, the allocations to State educational agencies shall be ratably reduced to the extent necessary to bring the aggregate of such allocations within the limits of the amounts so appropriated.

"(2) In the event that funds become available for making payments under this part for any period after allocations have been made under paragraph (1) of this subsection for such period, the amounts reduced under such paragraph shall be increased on the same basis as they were reduced.

"SEC. 4404. STATE ADMINISTRATIVE COSTS.

20 USC 3124.

"The Secretary is authorized to pay to each State educational agency amounts equal to the amounts expended by it for the proper and efficient administration of its functions under this part, except that the total of such payments for any period shall not exceed 1.5 per centum of the amounts which that State educational agency is entitled to receive for that period under this part.

"SEC. 4405. WITHHOLDING.

20 USC 3125.

"Whenever the Secretary, after reasonable notice and opportunity for a hearing to any State educational agency, finds that there is a failure to meet the requirements of any provision of this part, the Secretary shall notify that agency that further payments will not be made to the agency under this part, or in the discretion of the Secretary, that the State educational agency shall not make further payments under this part to specified local educational agencies whose actions cause or are involved in such failure until the Secretary is satisfied that there is no longer any such failure to comply. Until the Secretary is so satisfied, no further payments shall be made to the State educational agency under this part, or payments by the State educational agency under this part shall be limited to local educational agencies whose actions did not cause or were not involved in the failure, as the case may be.

"SEC. 4406. STATE ENTITLEMENTS.

20 USC 3126.

"(a) PAYMENTS.—The Secretary shall, in accordance with the provisions of this section, make payments to State educational agencies for each of the fiscal years 1985 through 1993 for the purpose set forth in section 4407.

"(b) ENTITLEMENTS.—(1) Except as provided in paragraph (3) and in subsections (c) and (d) of this section, the amount of the grant to which a State educational agency is entitled under this part shall be equal to the product of (A) the number of immigrant children enrolled during such fiscal year in elementary and secondary public schools under the jurisdiction of each local educational agency described under paragraph (2) within that State, and in any elementary or secondary nonpublic school within the district served by each such local educational agency, multiplied by (B) $500.

"(2) The local educational agencies referred to in paragraph (1) are those local educational agencies in which the sum of the number of immigrant children who are enrolled in elementary or secondary public schools under the jurisdiction of such agencies, and in elementary or secondary nonpublic schools within the districts served by such agencies, during the fiscal year for which the payments are to be made under this part, is equal to—

"(A) at least 500; or

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"(B) at least 3 percent of the total number of students enrolled in such public or nonpublic schools during such fiscal year; whichever number is less.

"(3)(A) The amount of the grant of any State educational agency for any fiscal year as determined under paragraph (1) shall be reduced by the amounts made available for such fiscal year under any other Federal law for expenditure within the State for the same purpose as those for which funds are available under this part, but such reduction shall be made only to the extent that (i) such amounts are made available for such purpose specifically because of the refugee, parollee, asylee, or other immigrant status of the individuals served by such funds, and (ii) such amounts are made available to provide assistance to individuals eligible for services under this part.

"(B) No reduction of a grant under this part shall be made under subparagraph (A) for any fiscal year if a reduction is made, pursuant to a comparable provision in any such other Federal law, in the amount made available for expenditure in the State for such fiscal year under such other Federal law, based on the amount assumed to be available under this part.

"(c) DETERMINATIONS OF NUMBER OF CHILDREN.—(1) Determinations by the Secretary under this section for any period with respect to the number of immigrant children shall be made on the basis of data or estimates provided to the Secretary by each State educational agency in accordance with criteria established by the Secretary, unless the Secretary determines, after notice and opportunity for a hearing to the affected State educational agency, that such data or estimates are clearly erroneous.

"(2) No such determination with respect to the number of immigrant children shall operate because of an underestimate or overestimate to deprive any State educational agency of its entitlement to any payment (or the amount thereof) under this section to which such agency would be entitled had such determination been made on the basis of accurate data.

"(d) REALLOCATION.—Whenever the Secretary determines that any amount of a payment made to a State under this part for a fiscal year will not be used by such State for carrying out the purpose for which the payment was made, the Secretary shall make such amount available for carrying out such purpose to 1 or more other States to the extent the Secretary determines that such other States will be able to use such additional amount for carrying out such purpose. Any amount made available to a State from an appropriation for a fiscal year in accordance with the preceding sentence shall, for purposes of this part, be regarded as part of such State's payment (as determined under subsection (b)) for such year, but shall remain available until the end of the succeeding fiscal year.

20 USC 3137.

"SEC. 4407. USES OF FUNDS.

"(a) SUPPLEMENTARY EDUCATIONAL SERVICES AND COSTS.—Payments made under this part to any State may be used in accordance with applications approved under section 4408 for supplementary educational services and costs, as described under subsection (b) of this section, for immigrant children enrolled in the elementary and secondary public schools under the jurisdiction of the local educational agencies of the State described in section 4406(b)(2) and in elementary and secondary nonpublic schools of that State within the districts served by such agencies.

"(b) KINDS OF SERVICES AND COSTS.—Financial assistance provided under this part shall be available to meet the costs of providing immigrant children supplementary educational services, including but not limited to—

"(1) supplementary educational services necessary to enable those children to achieve a satisfactory level of performance, including—

"(A) English language instruction;

"(B) other bilingual educational services; and

"(C) special materials and supplies;

"(2) additional basic instructional services which are directly attributable to the presence in the school district of immigrant children, including the costs of providing additional classroom supplies, overhead costs, costs of construction, acquisition or rental of space, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services; and

"(3) essential inservice training for personnel who will be providing instruction described in either paragraph (1) or (2) of this subsection.

"SEC. 4408. APPLICATIONS.

20 USC 3128.

"(a) SUBMISSION.—No State educational agency shall be entitled to any payment under this part for any period unless that agency submits an application to the Secretary at such time, in such manner, and containing or accompanied by such information, as the Secretary may reasonably require. Each such application shall—

"(1) provide that the educational programs, services, and activities for which payments under this part are made will be administered by or under the supervision of the agency;

"(2) provide assurances that payments under this part will be used for purposes set forth in section 4407;

"(3) provide assurances that such payments will be distributed among local educational agencies within that State on the basis of the number of children counted with respect to such local educational agency under section 4406(b)(1), adjusted to reflect any reductions imposed pursuant to section 4406(b)(3) which are attributable to such local educational agency;

"(4) provide assurances that the State educational agency will not finally disapprove in whole or in part any application for funds received under this part without first affording the local educational agency submitting an application for such funds reasonable notice and opportunity for a hearing;

Reports.

"(5) provide for making such reports as the Secretary may reasonably require to perform the functions under this part; and

"(6) provide assurances—

"(A) that to the extent consistent with the number of immigrant children enrolled in the elementary or secondary nonpublic schools within the district served by a local educational agency, such agency, after consultation with appropriate officials of such schools, shall provide for the benefit of these children secular, neutral, and nonideological services, materials, and equipment necessary for the education of such children;

"(B) that the control of funds provided under this part and title to any materials, equipment, and property repaired, remodeled, or constructed with those funds shall be in a public agency for the uses and purposes provided in this part, and a public agency shall administer such funds and property; and

Contracts

"(C) that the provision of services pursuant to this paragraph shall be provided by employees of a public agency or through contract by such public agency with a person, association, agency, or corporation who or which, in the provision of such services, is independent of such elementary or secondary nonpublic school and of any religious organization; and such employment or contract shall be under the control and supervision of such public agency, and the funds provided under this paragraph shall not be commingled with State or local funds.

"(b) Approval of Application.—The Secretary shall approve an application which meets the requirements of subsection (a). The Secretary shall not finally disapprove an application of a State educational agency except after reasonable notice and opportunity for a hearing on the record to such agency.

20 USC 3129.

"SEC. 4409. PAYMENTS.

"(a) Amount.—Except as provided in section 4403(b), the Secretary shall pay to each State educational agency having an application approved under section 4408 the amount which that State is entitled to receive under this part.

"(b) Services to Children Enrolled in Nonpublic Schools.—If by reason of any provision of law a local educational agency is prohibited from providing educational services for children enrolled in elementary and secondary nonpublic schools, as required by section 4408(a)(6), or if the Secretary determines that a local educational agency has substantially failed or is unwilling to provide for the participation on an equitable basis of children enrolled in such schools, the Secretary may waive such requirement and shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of this part. Such waivers shall be subject to consultation, withholding, notice, and judicial review requirements in accordance with the provisions of chapter 1 of title I.

20 USC 3130.

"SEC. 4410. REPORTS.

"(a) Biennial Report.—Each State educational agency receiving funds under this part shall submit, biennially, a report to the Secretary concerning the expenditure of funds by local educational agencies under this part. Each local educational agency receiving funds under this part shall submit to the State educational agency such information as may be necessary for such report.

"(b) Report to Congress.—The Secretary shall submit biannually a report to the appropriate committees of the Congress concerning programs under this part.

"PART E—TERRITORIAL ASSISTANCE

20 USC 3141.

"SEC. 4501. GENERAL ASSISTANCE FOR THE VIRGIN ISLANDS.

Appropriation authorization.

"There are authorized to be appropriated $5,000,000 for the fiscal year 1989 and for each of the 4 subsequent fiscal years, for the

APPENDIX B:

State Reporting Form (ED T85-LP)

OMB No. 1885-0513
Expiration: 06/30/96

U.S. DEPARTMENT OF EDUCATION
Office of Bilingual Education and Minority Languages Affairs

Emergency Immigrant Education Program

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Biennial Report

Instruction: The Biennial Report Form has two parts. Part A is the Student National Origin Report Form and Part B is the LEA Expenditure Report Form. These two forms are to be used by the LEAs to report to the SEAs and by SEAs to report to the Secretary of Education. In Part A, you list under column (1) the national origin (country of birth) of immigrant child served under the Emergency Immigrant Education Program. In column (2) you indicate the number of immigrant children who are of the same national origin.

Since the Biennial Report covers two years, the SEA is required to submit to the Secretary an annual report consisting of one Part A report form and one Part B report form for 1990-1991 grant period and one Part a report form and one Part B report form for 1991-1992 grant period.

Part A - Student National Origin Report

National Origin of Immigrant Children (1)	Number of Immigrant Children (2)

ED [illegible]

National Origin of Immigrant Children	Number of Immigrant Children

EMERGENCY IMMIGRANT EDUCATION PROGRAM

PART B LEA EXPENDITURE REPORT

Report the expenditures listed below. Refer to the definitions found in Part D, Section 4407 of Public Law 100-297.

A. Supplemental Educational Services — Expenditures

(1) English language instruction $ ______

(2) Other bilingual education $ ______

(3) Special Materials and Supplies $ ______

(4) Other $ ______

Subtotal A $______

B. Additional Basic Instructional Services

(1) Classroom supplies $ ______

(2) Overhead costs $ ______

(3) Construction $ ______

(4) Acquisition or Rental of Space $ ______

(5) Transportation $ ______

(6) Other $ ______

Subtotal B $______

C. Inservice Training for personnel $ ______

Subtotal C $______

Items D and E are for SEA use only

D. **Administrative Cost** $ ______
(not to exceed 1.5% of grant)

Subtotal D $______

E. **Total (Add all subtotals)** $______

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APPENDIX C:

EIEA Participants by Country of Origin: 1990-91 and 1991-92 School Years

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS

COUNTRY OF ORIGIN	1990-91 TOTAL STUDENTS	1990-91 PERCENTAGE	1991-92 TOTAL STUDENTS	1991-92 PERCENTAGE
MEXICO	207,984	35.3%	261,664	38.2%
VIETNAM	32,681	5.5	36,629	5.4
EL SALVADOR	26,658	4.5	27,560	4.0
DOMINICAN REPUBLIC	25,233	4.3	28,242	4.1
PHILIPPINES	18,481	3.1	20,446	3.0
NICARAGUA	14,800	2.5	10,522	1.5
KOREA	14,407	2.4	15,190	2.2
USSR	13,860	2.4	21,678	3.2
LAOS	13,508	2.3	11,899	1.7
CHINA	13,421	2.3	15,656	2.3
HAITI	13,189	2.2	15,456	2.3
GUATEMALA	12,094	2.1	14,057	2.1
CAMBODIA	10,988	1.9	9,896	1.4
JAMAICA	10,634	1.8	13,972	2.0
INDIA	9,045	1.5	9,800	1.4
COLOMBIA	8,231	1.4	8,796	1.3
TAIWAN	6,637	1.1	6,967	1.0
GUYANA	6,475	1.1	6,765	1.0
THAILAND	6,365	1.1	6,738	1.0
HONDURAS	6,139	1.0	6,684	1.0
HONG KONG	5,408	0.9	5,020	0.7
POLAND	5,253	0.9	6,294	0.9
CUBA	4,896	0.8	4,822	0.7
ECUADOR	4,870	0.8	5,066	0.7
PERU	4,823	0.8	5,250	0.8
IRAN	4,681	0.8	5,553	0.8
JAPAN	4,661	0.8	5,577	0.8
TRINIDAD	3,759	0.6	5,103	0.7
ISRAEL	3,626	0.6	4,289	0.6
ARMENIA	3,411	0.6	3,925	0.6
PAKISTAN	3,286	0.6	4,116	0.6
PORTUGAL	3,248	0.6	3,607	0.5

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS

	1990-91		1991-92	
COUNTRY OF ORIGIN	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
BRAZIL	3,081	0.5	3,476	0.5
ROMANIA	2,456	0.4	2,884	0.4
AFGHANISTAN	2,345	0.4	2,521	0.4
SPAIN	2,202	0.4	2,373	0.3
GERMANY	2,181	0.4	2,401	0.4
VENEZUELA	1,835	0.3	2,304	0.3
BOLIVIA	1,823	0.3	1,761	0.3
ENGLAND	1,763	0.3	1,858	0.3
ARGENTINA	1,698	0.3	1,986	0.3
CAPE VERDE	1,671	0.3	1,545	0.2
CANADA	1,627	0.3	2,325	0.3
PANAMA	1,584	0.3	1,775	0.3
ETHIOPIA	1,530	0.3	1,934	0.3
LEBANON	1,391	0.2	1,589	0.2
YUGOSLAVIA	1,242	0.2	1,417	0.2
COSTA RICA	1,231	0.2	1,326	0.2
GREECE	1,231	0.2	1,076	0.2
WEST INDIES	1,219	0.2	629	0.1
BANGLADESH	1,216	0.2	1,626	0.2
ITALY	1,156	0.2	1,187	0.2
CHILE	1,141	0.2	1,069	0.2
TONGA	1,125	0.2	892	0.1
INDONESIA	1,026	0.2	1,209	0.2
SOUTH KOREA	988	0.2	1,076	0.2
AZORES	964	0.2	1,018	0.1
BARBADOS	942	0.2	948	0.1
FRANCE	900	0.2	1,057	0.2
EGYPT	883	0.1	956	0.1
YEMEN	832	0.1	1,060	0.2
NIGERIA	743	0.1	926	0.1
JORDAN	712	0.1	884	0.1
SAUDI ARABIA	700	0.1	863	0.1

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS

COUNTRY OF ORIGIN	1990-91		1991-92	
	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
BELIZE	652	0.1	806	0.1
GRENADA	563	0.1	580	0.1
MALAYSIA	540	0.1	797	0.1
SYRIA	487	0.1	573	0.1
BURMA	480	0.1	443	0.1
LIBERIA	465	0.1	705	0.1
GHANA	464	0.1	517	0.1
HUNGARY	463	0.1	542	0.1
KUWAIT	441	0.1	634	0.1
FIJI	435	0.1	606	0.1
TURKEY	428	0.1	538	0.1
SAMOA	419	0.1	411	0.1
IRELAND	395	0.1	300	<0.1
ANTIGUA	393	0.1	425	0.1
URUGUAY	385	0.1	371	0.1
BAHAMAS	377	0.1	781	0.1
CZECHOSLOVAKIA	330	0.1	321	<0.1
PARAGUAY	303	0.1	294	<0.1
SOUTH AFRICA	281	<0.1	658	0.1
IRAQ	271	<0.1	441	0.1
SWEDEN	255	<0.1	264	<0.1
AUSTRALIA	255	<0.1	303	<0.1
ST. VINCENT	246	<0.1	310	<0.1
SRI LANKA	229	<0.1	270	<0.1
PUERTO RICO	206	<0.1	216	<0.1
BULGARIA	202	<0.1	357	0.1
SUDAN	198	<0.1	214	<0.1
VIRGIN ISLANDS	198	<0.1	162	<0.1
ST.LUCIA	188	<0.1	229	<0.1
FINLAND	184	<0.1	138	<0.1
SIERRA LEONE	181	<0.1	244	<0.1
NETHERLANDS	161	<0.1	190	<0.1

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS				
	1990-91		1991-92	
COUNTRY OF ORIGIN	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
SINGAPORE	159	<0.1	100	<0.1
BELGIUM	147	<0.1	149	<0.1
UKRAINE	135	<0.1	313	<0.1
WESTERN SAMOA	133	<0.1	150	<0.1
DOMINICA	132	<0.1	234	<0.1
NORWAY	130	<0.1	178	<0.1
SAN SALVADOR	128	<0.1	85	<0.1
AUSTRIA	124	<0.1	115	<0.1
SURINAM	121	<0.1	124	<0.1
KENYA	120	<0.1	136	<0.1
SWITZERLAND	114	<0.1	125	<0.1
DENMARK	112	<0.1	111	<0.1
NEW ZEALAND	109	<0.1	97	<0.1
ANGOLA	107	<0.1	79	<0.1
ALBANIA	102	<0.1	126	<0.1
MACAO	95	<0.1	83	<0.1
PALESTINE	89	<0.1	97	<0.1
ZAIRE	89	<0.1	119	<0.1
MOROCCO	83	<0.1	90	<0.1
ZAMBIA	79	<0.1	89	<0.1
SOMALIA	77	<0.1	161	<0.1
CAMEROON	72	<0.1	33	<0.1
UNITED ARAB EMIRATES	68	<0.1	93	<0.1
LIBYA	67	<0.1	69	<0.1
ALGERIA	66	<0.1	60	<0.1
ST.KITS-NEVIS	65	<0.1	107	<0.1
NEPAL	64	<0.1	78	<0.1
TANZANIA	62	<0.1	56	<0.1
SENEGAL	61	<0.1	80	<0.1
LITHUANIA	53	<0.1	66	<0.1
BERMUDA	53	<0.1	52	<0.1
IVORY COAST	52	<0.1	161	<0.1

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS

COUNTRY OF ORIGIN	1990-91		1991-92	
	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
BELARUS	45	<0.1	68	<0.1
GAMBIA	44	<0.1	52	<0.1
ICELAND	38	<0.1	44	<0.1
CENTRAL AFRICAN REPUBLIC	35	<0.1	29	<0.1
BAHRAIN	33	<0.1	64	<0.1
UGANDA	29	<0.1	50	<0.1
CYPRUS	28	<0.1	34	<0.1
ERITREA	27	<0.1	12	<0.1
MOZAMBIQUE	26	<0.1	19	<0.1
NIGER	26	<0.1	20	<0.1
ARABIA	25	<0.1	24	<0.1
MONOCO	23	<0.1	19	<0.1
SCOTLAND	22	<0.1	20	<0.1
GUINEA	21	<0.1	38	<0.1
ESTONIA	20	<0.1	26	<0.1
MADAGASCAR	20	<0.1	22	<0.1
NETHERLANDS ANTILLES	18	<0.1	31	<0.1
FRENCH ANTILLES	18	<0.1	12	<0.1
ZIMBABWE	18	<0.1	24	<0.1
FRENCH GUIANA	18	<0.1	16	<0.1
QATAR	18	<0.1	11	<0.1
MALAWI	17	<0.1	32	<0.1
COMOROS	17	<0.1	73	<0.1
BRUNEI	16	<0.1	22	<0.1
MALTA	16	<0.1	17	<0.1
GUADELOUPE	16	<0.1	17	<0.1
CHAD	15	<0.1	17	<0.1
TURKS/CAICOS	15	<0.1	28	<0.1
ST. MARTIN	15	<0.1	12	<0.1
LESOTHO	15	<0.1	6	<0.1
DJIBOUTI	14	<0.1	6	<0.1

EIEA PARTICIPANTS BY COUNTRY
FOR THE 1990-91 AND 1991-92 SCHOOL YEARS

	1990-91		1991-92	
COUNTRY OF ORIGIN	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
TUNISIA	13	<0.1	33	<0.1
PAPUA NEW GUINEA	13	<0.1	13	<0.1
MARSHALL ISLANDS	13	<0.1	40	<0.1
BOTSWANA	12	<0.1	17	<0.1
TOGO	12	<0.1	19	<0.1
LATVIA	11	<0.1	16	<0.1
NEW GUINEA	9	<0.1	7	<0.1
BENIN	8	<0.1	13	<0.1
SEYCHELLES	8	<0.1	9	<0.1
SWAZILAND	6	<0.1	12	<0.1
MARTINIQUE	6	<0.1	0	–
SOLOMON ISLANDS	5	<0.1	7	<0.1
GUINEA BISSAU	5	<0.1	5	<0.1
TRUK-MOEN ISLAND	5	<0.1	4	<0.1
MALI	5	<0.1	19	<0.1
INDOCHINA	4	<0.1	0	–
WALES	4	<0.1	10	<0.1
MAURITIUS	4	<0.1	3	<0.1
EAST INDIES	4	<0.1	2	<0.1
NEW CALEDONIA	4	<0.1	1	<0.1
GUAM	4	<0.1	12	<0.1
RADAH	3	<0.1	0	–
CAYMAN ISLAND	3	<0.1	9	<0.1
RWANDA	3	<0.1	7	<0.1
LUXEMBOURG	3	<0.1	2	<0.1
COOK ISLANDS	3	<0.1	1	<0.1
NAMIBIA	3	<0.1	3	<0.1
BHUTAN	3	<0.1	20	<0.1
EASTERN SAMOA	3	<0.1	0	–
MONTSERRAT	3	<0.1	3	<0.1
PACIFIC ISLANDS	3	<0.1	0	–
SERBIA	2	<0.1	0	–

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS

	1990-91		1991-92	
COUNTRY OF ORIGIN	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
GREENLAND	2	<0.1	2	<0.1
TRUST TERRITORIES	2	<0.1	2	<0.1
TOKELAU ISLAND	2	<0.1	2	<0.1
BURKINA FASO	2	<0.1	3	<0.1
CHRISTMAS ISLAND	2	<0.1	0	–
CURACAO	2	<0.1	2	<0.1
GABON	2	<0.1	4	<0.1
EQUATORIAL GUINEA	2	<0.1	10	<0.1
MICRONESIA	2	<0.1	901	0.1
OMAN	2	<0.1	6	<0.1
POLYNESIA	2	<0.1	2	<0.1
MARANHO	2	<0.1	2	<0.1
MACEDONIA	2	<0.1	3	<0.1
TIBET	2	<0.1	3	<0.1
MALAGASY	2	<0.1	4	<0.1
TEPIC NAVARET	1	<0.1	0	–
ST. ANDREWS	1	<0.1	1	<0.1
DUBAI UAE	1	<0.1	1	<0.1
EAST GERMANY	1	<0.1	0	–
MONGOLIA	1	<0.1	7	<0.1
MAURITANIA	1	<0.1	4	<0.1
LESSER ANTILLES	1	<0.1	1	<0.1
GUERNSEY ISLAND	1	<0.1	1	<0.1
BENGAL	1	<0.1	0	–
GAZA STRIP	1	<0.1	0	–
ICHRAN	1	<0.1	0	–
DAHOMEY	1	<0.1	1	<0.1
ANGUILLA	1	<0.1	0	–
ARUBA	1	<0.1	0	–
CLIPPERTON ISLAND	1	<0.1	16	<0.1
ANDORRA	1	<0.1	0	–
NORTH YEMEN	1	<0.1	0	–

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS

COUNTRY OF ORIGIN	1990-91		1991-92	
	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
OKINAWA	1	<0.1	1	<0.1
BURUNDI	1	<0.1	3	<0.1
BRITISH OCEAN TERRITORY	0	--	2	<0.1
UZBIKISTAN	0	--	4	<0.1
YAKIMA	0	--	2	<0.1
AZERBAIJAN	0	--	2	<0.1
ADEN	0	--	1	<0.1
ASSYRIA	0	--	54	<0.1
WEST BEKAA	0	--	1	<0.1
BELAU	0	--	2	<0.1
WESTERN SAHARA	0	--	1	<0.1
BASSAS DA INDIA	0	--	1	<0.1
NORTH KOREA	0	--	104	<0.1
OCEANA	0	--	1	<0.1
MYANMAR	0	--	1	<0.1
SAN MARINO	0	--	9	<0.1
SOUTH YEMEN	0	--	20	<0.1
SAIPAN	0	--	2	<0.1
CROATIA	0	--	3	<0.1
FRITANIA	0	--	1	<0.1
CONGO	0	--	3	<0.1
CORAL SEA ISLAND	0	--	19	<0.1
KURDISTAN	0	--	86	<0.1
MALDAVIA	0	--	3	<0.1
GIBRALTAR	0	--	1	<0.1
OTHER LATIN AMERICA	3,891	0.7	4,069	0.6
OTHER AFRICA	139	<0.1	551	0.1
OTHER MIDDLE EAST	5	<0.1	152	<0.1
OTHER ASIA	1	<0.1	38	<0.1
OTHER EUROPE	0	--	3	<0.1
OTHER	2,430	0.4	2,577	0.4
TOTAL	589,743	100.0%	684,293	100.0%

APPENDIX D:

EIEA Participants by State and Country of Origin: 1990-91 and 1991-92 School Years

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	COUNTRY AFGHANISTAN	ALBANIA	ALGERIA	ANDORRA	ANGOLA	ANGUILLA	ANTIGUA	ARABIA	ARGENTINA	ARMENIA	ARUBA	AUSTRALIA
AZ	7	0	0	0	1	0	0	0	7	1	0	6
CA	1191	0	21	0	2	0	0	0	626	3376	0	142
CO	6	0	0	0	0	0	0	0	0	0	0	0
CT	0	1	5	0	0	0	1	6	29	0	0	0
DC	2	0	2	0	3	0	0	0	12	0	0	3
FL	8	0	1	0	0	1	2	0	173	0	0	9
GA	15	0	1	0	0	0	0	0	10	0	0	0
HI	0	0	0	0	0	0	0	0	0	0	0	11
IL	55	4	0	0	0	0	0	0	28	6	0	7
IA	0	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	1	3	0	0	4
LA	5	0	0	0	0	0	0	0	2	2	0	0
MD	42	0	1	0	0	0	3	0	21	0	0	6
MA	18	0	11	0	63	0	4	0	30	7	0	11
MI	1	50	2	0	0	0	0	0	0	0	0	3
MN	5	0	1	0	0	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	5	0	0	0	0	0	0	0
NJ	31	7	2	1	3	0	1	4	157	0	0	0
NM	14	0	0	0	0	0	0	0	0	5	0	0
NY	423	38	14	0	7	0	381	0	493	0	0	36
OH	2	0	0	0	0	0	0	0	1	0	0	1
OK	0	0	0	0	0	0	0	0	0	0	0	0
OR	4	0	0	0	0	0	0	0	0	0	0	0
PA	29	0	0	0	7		1	0	6	0	0	0
RI	0	0	0	0	11		0	0	3	6	0	0
TN	30	0	0	0	0	0	0	0	0	0	0	2
TX	15	0	4	0	3	0	0	0	46	0	1	4
VA	431	1	1	0	1	0	0	0	42	0	0	8
UT	1	0	0	0	0	0	0	14	0	6	0	2
WA	10	1	0	0	1	0	0	0	9	2	0	0
WI	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	2,345	102	66	1	107	1	393	25	1,698	3,411	1	256

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	AUSTRIA	AZORES	BAHAMAS	BAHRAIN	BANGLADESH	BARBADOS	BELARUS	BELGIUM	BELIZE	BENGAL	BENIN	BERMUDA
AZ	1	0	0	0	2	0	0	3	2	0	0	0
CA	53	0	0	10	75	1	0	64	221	0	0	1
CO	0	0	0	0	0	0	0	0	0	0	0	0
CT	1	0	2	1	11	4	0	0	0	0	0	1
DC	1	0	4	0	6	3	0	1	2	0	0	0
FL	14	0	267	4	34	17	0	13	13	0	0	4
GA	0	0	0	0	15	0	0	2	0	0	0	0
HI	0	0	0	0	0	0	0	0	0	0	0	0
IL	14	0	15	4	27	3	0	7	174	0	0	2
IA	0	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	1	0	0	1	0	0	0	0
LA	0	0	0	0	0	0	0	1	0	0	0	0
MD	2	0	5	0	37	3	0	1	0	0	0	3
MA	0	944	1	0	11	28	0	8	2	0	0	5
MI	1	0	0	0	40	0	0	0	0	0	0	0
MN	4	0	0	0	0	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	45	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0	0	0	0
NJ	2	0	4	0	135	12	0	1	1	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0	0
NY	26	0	72	14	694	871	0	36	230	0	8	37
OH	0	0	0	0	4	0	0	0	0	0	0	0
OK	0	0	0	0	3	0	0	0	0	0	0	0
OR	0	0	2	0	0	0	0	1	0	0	0	0
PA	0	0	0	0	10	0	0	1	0	0	0	0
RI	0	20	0	0	0	0	0	0	0	0	0	0
TN	0	0	0	0	0	0	0	0	0	0	0	0
TX	1	0	3	0	14	0	0	3	4	0	0	0
VA	4	0	2	0	93	0	0	4	3	0	0	0
UT	0	0	0	0	2	0	0	0	0	0	0	0
WA	0	0	0	0	1	0	0	0	0	1	0	0
WI	0	0	0	0	1	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	124	964	377	33	1,216	942	45	147	652	1	8	53

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	BHUTAN	BOLIVIA	BOTSWANA	BRAZIL	BRUNEI	BULGARIA	BURKINA FASO	BURMA	BURUNDI	CAMBODIA	CAMEROON	CANADA
AZ	0	1	1	27	0	2	0	0	0	15	0	27
CA	0	385	3	779	0	81	0	338	0	4021	0	529
CO	0	0	0	4	0	0	0	0	0	18	0	1
CT	0	4	0	103	0	0	0	0	0	86	0	13
DC	0	61	1	28	2	10	0	22	0	5	9	2
FL	0	80	0	425	0	13	0	7	0	80	0	325
GA	0	2	0	28	0	0	0	0	0	147	1	4
HI	0	0	0	0	0	0	0	0	0	0	0	10
IL	0	22	0	58	0	9	0	16	0	196	2	13
IA	0	0	0	0	0	0	0	0	0	25	0	0
KS	0	0	0	7	0	0	0	0	0	65	0	2
LA	0	0	0	11	0	1	0	0	0	15	0	0
MD	0	115	0	40	0	2	0	14	0	123	9	36
MA	0	34	1	527	0	12	0	9	0	1736	3	67
MI	0	0	0	2	0	0	0	0	0	2	0	15
MN	0	3	0	5	0	0	0	0	0	53	0	0
MT	0	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	2	0	0	0	3	0	0
NJ	0	151	1	297	0	9	0	0	0	7	0	8
NM	0	0	0	0	0	0	0	0	0	75	0	0
NY	3	208	2	587	14	42	1	58	1	173	42	494
OH	0	0	0	11	0	4	0	0	0	67	0	0
OK	0	0	0	1	0	0	0	0	0	0	0	0
OR	0	0	0	0	0	1	0	0	0	16	0	0
PA	0	2	1	28	0	1	0	4	0	407	0	1
RI	0	1	0	19	0	0	0	0	0	1586	1	0
TN	0	0	0	8	0	0	0	2	0	152	0	0
TX	0	29	0	25	0	4	1	2	0	59	2	41
VA	0	745	0	55	0	6	0	5	0	228	3	36
UT	0	0	2	0	0	0	0	0	0	321	0	0
WA	0	0	0	1	0	3	0	3	0	1296	0	3
WI	0	0	0	5	0	0	0	0	0	3	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	1,823	12	3,081	16	202	2	480	1	10,988	72	1,627

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	CAPE VERDE	CAYMAN ISLAND	CENTRAL AFRICAN REPUBLIC	CHAD	CHILE	CHINA	CHRISTMAS ISLAND	CLIPPERTON ISLAND	COLOMBIA
AZ	0	0	0	0	9	76	0	0	15
CA	0	0	0	0	275	5848	0	0	657
CO	0	0	0	0	6	8	0	0	4
CT	30	1	0	0	8	40	0	0	152
DC	5	0	4	0	16	128	0	0	28
FL	0	2	0	0	123	56	2	1	1089
GA	0	0	0	0	42	189	0	0	86
HI	0	0	0	0	1	0	0	0	1
IL	0	0	0	0	25	670	0	0	227
IA	0	0	0	0	1	1	0	0	3
KS	0	0	0	0	1	14	0	0	7
LA	0	0	0	0	4	72	0	0	13
MD	0	0	2.	0	31	227	0	0	81
MA	1337	0	0	0	65	405	0	0	186
MI	0	0	0	0	0	20	0	0	3
MN	0	0	0	0	2	23	0	0	8
MT	0	0	0	0	0	4	0	0	0
MO	0	0	0	0	0	14	0	0	0
NJ	0	0	0	0	151	214	0	0	1434
NM	0	0	0	0	0	15	0	0	0
NY	10	0	26	15	310	4074	0	0	3753
OH	0	0	0	0	1	142	0	0	8
OK	0	0	0	0	0	10	0	0	1
OR	0	0	0	0	4	29	0	0	1
PA	0	0	3	0	1	240	0	0	49
RI	289	0	0	0	0	3	0	0	148
TN	0	0	0	0	6	28	0	0	3
TX	0	0	0	0	18	212	0	0	206
VA	0	0	0	0	38	131	0	0	72
UT	0	0	0	0	2	381	0	0	3
WA	0	0	0	0	1	44	0	0	9
WI	0	0	0	0	0	23	0	0	6
PUERTO RICO	0	0	0	0	0	0	0	0	0
TOTAL	1,671	3	35	15	1,141	13,421	2	1	8,231

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	COMOROS	COOK ISLANDS	COSTA RICA	CUBA	CURACAO	CYPRUS	CZECHOSLOVAKIA	DAHOMEY	DENMARK	DJIBOUTI	DOMINICA
AZ	0	0	23	2	0	0	7	0	6	1	0
CA	0	0	494	125	0	5	119	0	44	0	0
CO	0	0	3	1	0	0	0	0	0	1	0
CT	0	0	28	12	2	0	2	0	0	1	0
DC	1	0	13	4	0	0	10	0	0	1	0
FL	3	0	108	4046	0	0	17	0	14	0	0
GA	0	0	13	15	0	0	6	0	3	10	0
HI	0	3	0	0	0	0	0	0	0	0	0
IL	0	0	5	73	0	0	28	0	6	0	0
IA	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	1	0	0
LA	0	0	122	17	0	0	0	0	1	0	0
MD	0	0	9	12	0	1	5	1	2	0	0
MA	0	0	49	6	0	0	35	0	6	0	0
MI	0	0	0	1	0	0	0	0	1	0	0
MN	0	0	1	4	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	1	0	0	0	0	0	0	0	0
NJ	0	0	140	251	0	0	24	0	1	0	0
NM	0	0	0	24	0	0	0	0	0	0	0
NY	13	0	167	94	0	17	40	0	15	0	122
OH	0	0	0	3	0	0	1	0	0	0	0
OK	0	0	0	1	0	0	0	0	1	0	0
OR	0	0	5	1	0	0	2	0	0	0	0
PA	0	0	2	10	0	0	2	0	0	0	5
RI	0	0	0	0	0	0	0	0	0	0	0
TN	0	0	2	1	0	0	0	0	0	0	0
TX	0	0	36	9	0	0	2	0	3	0	0
VA	0	0	8	4	0	4	11	0	2	0	5
UT	0	0	0	5	0	1	5	0	6	0	0
WA	0	0	4	5	0	0	14	0	0	0	0
WI	0	0	0	6	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	164	0	0	0	0	0	0	0
TOTAL	17	3	1,231	4,886	2	28	330	1	112	14	132

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	DOMINICAN REPUBLIC	DUBAI UAE	EAST GERMANY	EAST INDIES	EASTERN SAMOA	ECUADOR	EGYPT	EL SALVADOR	ENGLAND
AZ	3	0	0	0	0	2	1	241	35
CA	41	0	0	0	0	431	277	14770	872
CO	0	0	1	0	0	1	1	14	0
CT	118	0	0	0	0	52	0	20	34
DC	163	0	0	0	0	12	9	1542	16
FL	239	0	0	0	0	170	25	329	176
GA	13	0	0	0	0	11	16	72	0
HI	0	0	0	0	0	3	0	0	4
IL	83	0	0	0	0	177	38	281	78
IA	0	0	0	0	0	0	0	8	0
KS	0	0	0	0	0	0	1	21	1
LA	11	0	0	0	0	5	10	158	0
MD	99	0	0	0	0	50	11	897	32
MA	2154	0	0	0	0	46	14	494	77
MI	2	0	0	0	0	0	0	2	5
MN	2	0	0	0	0	2	9	9	0
MT	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	1	0
NJ	2807	0	0	0	0	678	152	900	6
NM	0	0	0	0	0	0	0	21	7
NY	17248	0	0	0	0	3036	235	2643	376
OH	20	0	0	0	0	3	13	15	3
OK	0	0	0	0	0	1	0	3	0
OR	0	0	0	0	3	0	0	12	0
PA	55	0	0	0	0	12	15	13	1
RI	16	0	0	0	0	3	0	5	0
TN	0	0	0	0	0	4	5	4	1
TX	20	1	0	0	0	114	15	2375	0
VA	35	0	0	0	0	50	30	1751	37
UT	0	0	0	0	0	1	2	3	1
WA	2	0	0	4	0	6	4	44	0
WI	3	0	0	0	0	1	0	10	1
PUERTO RICO	2099	0	0	0	0	0	0	0	0
TOTAL	25,233	1	1	4	3	4,870	883	26,658	1,763

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	EQUATORIAL GUINEA	ERITREA	ESTONIA	ETHIOPIA	FIJI	FINLAND	FRANCE	FRENCH ANTILLES	FRENCH GUIANA	GABON
AZ	0	0	0	2	0	2	11	0	0	0
CA	0	0	10	332	403	69	407	0	0	0
CO	0	0	0	7	0	0	0	0	0	0
CT	0	0	0	3	0	1	1	0	0	0
DC	0	0	0	122	0	1	9	0	0	0
FL	1	0	3	6	1	64	81	0	6	0
GA	0	14	0	59	0	14	3	0	0	1
HI	0	0	0	0	5	0	0	0	0	0
IL	0	0	2	49	0	14	44	0	0	0
IA	0	0	0	2	0	0	0	0	0	0
KS	0	0	0	0	1	0	1	0	0	0
LA	0	0	0	3	0	0	12	0	0	0
MD	0	0	0	170	0	0	16	0	0	0
MA	0	0	4	40	0	0	39	0	0	0
MI	0	0	0	0	0	0	9	0	0	0
MN	0	0	0	51	0	0	20	0	0	0
MT	0	0	0	0	0	0	0	0	0	0
MO	0	13	0	17	0	0	0	0	0	0
NJ	0	0	0	13	10	0	29	0	0	0
NM	0	0	0	0	0	1	0	0	0	0
NY	1	0	0	79	3	4	134	18	12	1
OH	0	0	0	79	0	0	0	0	0	0
OK	0	0	0	1	0	2	0	0	0	0
OR	0	0	0	6	10	0	1	0	0	0
PA	0	0	0	42	0	0	6	0	0	0
RI	0	0	0	1	0	0	6	0	0	0
TN	0	0	0	10	0	3	4	0	0	0
TX	0	0	0	42	0	0	16	0	0	0
VA	0	0	0	252	0	8	27	0	0	0
UT	0	0	0	1	0	0	10	0	0	0
WA	0	0	1	133	2	1	6	0	0	0
WI	0	0	0	8	0	0	8	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	2	27	20	1,530	435	184	900	18	18	2

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	GAMBIA	GAZA STRIP	GERMANY	GHANA	GREECE	GREENLAND	GRENADA	GUADELOUPE	GUAM	GUATEMALA	GUERNSEY ISLAND
AZ	0	0	89	0	1	0	0	0	1	73	0
CA	3	0	880	19	75	0	0	0	0	8758	0
CO	0	0	2	0	1	0	0	0	0	4	0
CT	0	0	9	0	22	0	0	0	0	49	0
DC	1	0	12	8	6	0	7	0	0	165	0
FL	0	0	114	0	26	0	4	14		436	1
GA	0	0	7	2	1	0	0	0	0	11	0
HI	0	0	4	0	0	2	0	0	0	0	0
IL	0	0	274	48	168	0	0	0	0	34	0
IA	0	0	2	1	0	0	0	0	0	1	0
KS	0.	0	15	0	2	0	0	0	0	13	0
LA	0	0	8	2	9	0	0	0	0	265	0
MD	4	0	13	95	20	0	22	0	0	205	0
MA	0	0	69	6	128	0	0	0	0	207	0
MI	0	0	11	1	5	0	0	0	0	1	0
MN	0	0	3	2	6	0	0	0	0	8	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0	0	0
NJ	1	0	16	6	41	0	4	2	0	160	0
NM	0	0	23	0	6	0	0	0	0	12	0
NY	35	0	419	185	662	0	526	0	0	1081	0
OH	0	0	3	2	1	0	0	0	0	21	0
OK	0	0	2	0	0	0	0	0	0	13	0
OR	0	0	2	0	0	0	0	0	0	10	0
PA	0	0	8	21	7	0	0	0	0	4	0
RI	0	0	2	2	1	0	0	0	0	31	0
TN	0	1	3	8	0	0	0	0	1	0	0
TX	0	0	86	9	1	0	0	0	0	310	0
VA	0	0	36	47	32	0	0	0	0	208	0
UT	0	0	52	0	15	0	0	0	0	0	0
WA	0	0	15	0	1	0	0	0	2	13	0
WI	0	0	2	0	0	0	0	0	0	1	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	44	1	2,181	464	1,231	2	563	16	4	12,084	1

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* One U.S. Territory was included in the 1990-91 school year.

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EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	GUINEA	GUINEA BISSAU	GUYANA	HAITI	HONDURAS	HONG KONG	HUNGARY	ICELAND	ICHRAN	INDIA	INDOCHINA	INDONESIA
AZ	0	0	1	1	8	13	6	0	0	18	0	1
CA	0	0	40	103	1750	2715	166	20	0	2008	0	712
CO	0	0	0	0	0	6	3	1	0	13	0	3
CT	0	0	5	283	45	1	9	1	0	68	0	4
DC	5	0	42	66	37	0	3	3	0	34	0	4
FL	1	0	32	3671	924	32	36	2	0	97	4	1
GA	0	0	3	21	13	14	5	1	0	174	0	5
HI	0	0	0	0	0	22	0	0	0	4	0	1
IL	0	0	17	184	199	144	23	0	0	1504	0	23
IA	0	0	0	0	2	0	0	0	0	6	0	0
KS	0	0	0	1	5	0	0	0	0	5	0	4
LA	0	0	0	4	535	3	1	0	0	16	0	4
MD	0	0	256	107	72	81	10	0	0	301	0	5
MA	0	4	15	2275	89	352	16	2	0	221	0	33
MI	0	0	0	1	2	0	0	0	0	16	0	0
MN	0	0	16	1	1	3	13	0	0	15	0	1
MT	0	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	2	3	0	0	2	0	4
NJ	2	1	63	601	357	29	30	0	0	1083	0	6
NM	0	0	0	0	0	0	6	0	0	17	0	0
NY	13	0	5935	5673	1586	1300	101	4	0	2544	0	125
OH	0	0	0	3	17	11	8	0	1	18	0	6
OK	0	0	0	0	2	0	0	0	0	0	0	5
OR	0	0	0	0	6	4	0	0	0	2	0	1
PA	0	0	11	124	15	84	4	2	0	221	0	15
RI	0	0	0	30	4	0	3	0	0	8	0	0
TN	0	0	0	1	3	1	0	0	0	7	0	0
TX	0	0	13	4	380	38	1	0	0	256	0	29
VA	0	0	27	9	84	37	2	0	0	264	0	28
UT	0	0	0	0	4	0	0	0	0	22	0	0
WA	0	0	0	3	17	515	9	2	0	80	0	4
WI	0	0	0	0	2	1	5	0	0	21	0	2
PUERTO RICO	0	0	0	13	0	0	0	0	0	0	0	0
TOTAL	21	5	6,475	13,188	6,139	5,408	463	38	1	9,045	4	1,028

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	IRAN	IRAQ	IRELAND	ISRAEL	ITALY	IVORY COAST	JAMAICA	JAPAN	JORDAN	KENYA	KOREA	KUWAIT
AZ	19	3	0	28	9	0	1	17	4	0	68	7
CA	3121	70	44	933	215	2	0	2953	200	20	5827	203
CO	11	0	0	6	1	0	0	1	0	0	17	1
CT	19	0	4	14	17	0	568	9	1	0	15	1
DC	15	0	0	8	9	11	103	9	2	6	18	4
FL	26	2	8	172	33	0	302	36	13	5	141	24
GA	73	2	1	22	5	1	1	32	3	2	359	4
HI	4	0	0	1	0	0	0	30	0	0	334	0
IL	159	87	18	154	81	2	228	117	186	14	1074	46
IA	0	0	0	1	0	0	0	3	0	0	8	0
KS	7	0	0	2	3	0	0	3	7	0	8	0
LA	2	0	0	10	0	0	0	17	13	0	37	7
MD	217	1	3	40	3	1	441	27	20	10	705	6
MA	63	2	40	120	76	0	97	181	7	6	156	0
MI	10	41	1	12	3	5	6	1	24	0	9	12
MN	10	0	0	2	0	0	8	12	0	0	17	0
MT	0	3	0	0	0	0	0	0	0	0	0	0
MO	2	0	0	0	0	0	0	2	0	2	0	0
NJ	22	0	5	200	70	0	256	176	23	2	574	7
NM	19	0	0	0	0	0	0	13	0	0	0	0
NY	497	25	262	1675	589	28	8530	641	121	36	3092	49
OH	7	3	0	54	6	0	7	6	24	0	58	10
OK	1	0	0	0	0	0	0	2	0	0	2	1
OR	2	0	0	1	0	0	1	4	0	0	12	1
PA	14	2	0	72	6	1	9	9	11	2	275	11
RI	1	0	0	4	3	0	3	6	0	1	4	0
TN	3	0	0	2	0	0	0	10	0	0	44	2
TX	45	2	2	29	5	1	33	41	17	5	272	25
VA	223	19	7	30	3	2	43	36	20	6	1081	18
UT	44	2	0	6	14	0	0	214	0	1	110	0
WA	39	7	0	6	1	0	0	53	3	2	286	0
WI	6	0	0	22	4	0	7	1	13	0	4	2
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	4,681	271	395	3,628	1,156	52	10,634	4,661	712	120	14,407	441

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	LAOS	LATVIA	LEBANON	LESOTHO	LESSER ANTILLES	LIBERIA	LIBYA	LITHUANIA	LUXEMBOURG	MACAO	MACEDONIA
AZ	6	0	1	0	0	0	0	0	0	0	0
CA	6071	1	451	0	0	11	22	9	0	68	0
CO	12	0	0	0	0	1	0	0	0	1	0
CT	148	0	6	0	0	2	0	0	0	0	0
DC	29	0	4	2	0	17	0	0	0	0	0
FL	188	0	22	0	0	4	1	0	0	1	0
GA	109	3	23	0	0	9	0	0	0	0	0
HI	93	0	0	0	0	0	0	0	0	1	0
IL	154	1	72	0	0	23	4	42	0	0	2
IA	238	0	1	0	0	0	0	0	0	0	0
KS	71	0	5	0	0	2	0	0	0	0	0
LA	35	0	5	0	0	4	0	0	0	0	0
MD	53	0	14	0	0	62	1	0	0	0	0
MA	289	0	51	0	0	10	2	0	0	8	0
MI	70	0	408	0	0	4	5	0	0	0	0
MN	1804	0	1	0	0	5	0	1	0	0	0
MT	37	0	0	0	0	0	0	0	0	0	0
MO	18	0	1	0	0	0	0	0	0	0	0
NJ	10	0	39	0	0	4	1	0	0	0	0
NM	95	0	0	0	0	0	0	0	0	0	0
NY	101	0	176	11	0	169	18	0	3	16	0
OH	186	0	42	0	0	5	1	0	0	0	0
OK	7	0	0	0	0	1	0	0	0	0	0
OR	71	0	2	0	0	4	0	0	0	0	0
PA	128	1	8	0	0	27	1	1	0	0	0
RI	1152	0	5	0	0	65	0	0	0	0	0
TN	217	1	0	0	0	0	0	0	0	0	0
TX	111	0	0	0	1	8	2	0	0	0	0
VA	131	0	51	2	0	27	9	0	0	0	0
UT	185	0	0	0	0	0	0	0	0	0	0
WA	420	4	3	0	0	0	0	0	0	0	0
WI	1269	0	0	0	0	1	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	13,508	11	1,391	15	1	465	67	53	3	95	2

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	MADAGASCAR	MALAGASY	MALAWI	MALAYSIA	MALI	MALTA	MARANHO	MARSHALL ISLANDS	MARTINIQUE	MAURITANIA	MAURITIUS
AZ	0	0	0	2	0	0	0	9	0	0	0
CA	0	0	0	286	0	0	0	0	0	0	0
CO	0	0	0	1	0	0	0	0	0	0	0
CT	0	0	0	1	0	0	0	0	0	0	0
DC	0	2	6	4	0	0	0	0	0	0	0
FL	0	0	0	9	0	0	0	0	6	0	0
GA	0	0	0	3	0	0	0	0	0	0	0
HI	0	0	0	0	0	0	0	3	0	0	1
IL	0	0	0	16	0	0	0	0	0	0	0
IA	0	0	0	1	0	0	0	0	0	0	0
KS	0	0	0	4	0	0	0	0	0	0	0
LA	0	0	0	6	2	0	0	0	0	0	0
MD	0	0	0	3	0	0	0	0	0	0	0
MA	0	0	1	17	0	0	0	0	0	0	0
MI	0	0	0	0	0	0	0	0	0	0	0
MN	1	0	0	0	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0	0	0
NJ	0	0	0	4	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NY	19	0	4	124	2	16	0	0	0	1	1
OH	0	0	1	10	0	0	0	0	0	0	0
OK	0	0	0	12	0	0	0	0	0	0	0
OR	0	0	0	0	0	0	0	1	0	0	0
PA	0	0	1	9	0	0	0	0	0	0	0
RI	0	0	0	0	0	0	0	0	0	0	0
TN	0	0	0	0	0	0	2	0	0	0	0
TX	0	0	1	17	1	0	0	0	0	0	0
VA	0	0	3	10	0	0	0	0	0	0	2
UT	0	0	0	1	0	0	0	0	0	0	0
WA	0	0	0	0	0	0	0	0	0	0	0
WI	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	20	2	17	540	5	16	2	13	6	1	4

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	MEXICO	MICRONESIA	MONGOLIA	MONACO	MONTSERRAT	MOROCCO	MOZAMBIQUE	NAMIBIA	NEPAL	NETHERLANDS
AZ	11061	0	0	0	0	0	0	0	4	4
CA	137710	0	0	0	0	9	2	0	6	68
CO	864	0	0	0	0	0	2	0	0	3
CT	74	0	0	0	0	0	0	0	0	3
DC	84	0	0	0	0	3	0	0	5	0
FL	1145	0	0	0	0	4	0	0	0	14
GA	610	0	0	0	0	1	1	0	0	0
HI	13	0	0	0	0	0	0	0	0	0
IL	14780	0	0	0	0	4	2	0	3	7
IA	124	0	0	0	0	0	0	0	0	0
KS	622	0	0	0	0	0	0	0	1	0
LA	130	0	0	0	0	0	0	0	0	0
MD	176	1	0	0	3	0	0	0	4	2
MA	145	0	0	0	0	16	8	0	6	13
MI	108	0	0	0	0	0	0	0	0	0
MN	82	0	0	0	0	0	0	0	0	1
MT	5	0	0	0	0	0	0	0	0	0
MO	10	0	0	0	0	0	0	2	0	0
NJ	947	0	0	0	0	5	0	0	2	6
NM	2266	0	0	0	0	0	0	0	0	0
NY	2891	0	1	0	0	38	3	1	15	28
OH	32	0	0	0	0	1	0	0	0	0
OK	152	0	0	0	0	0	0	0	0	0
OR	912	0	0	0	0	0	1	0	0	0
PA	29	0	0	0	0	2	0	0	2	2
RI	6	0	0	0	0	0	2	0	0	0
TN	71	0	0	0	0	0	0	0	0	0
TX	27693	0	0	1	0	0	2	0	6	5
VA	100	0	0	22	0	0	2	0	9	1
UT	1475	1	0	0	0	0	0	0	1	2
WA	3401	0	0	0	0	0	1	0	0	2
WI	195	0	0	0	0	0	0	0	0	0
PUERTO RICO	71	0	0	0	0	0	0	0	0	0
TOTAL	207,984	2	1	23	3	83	26	3	64	161

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	NETHERLANDS ANTILLES	NEW CALEDONIA	NEW GUINEA	NEW ZEALAND	NICARAGUA	NIGER	NIGERIA	NORTH YEMEN	NORWAY	OKINAWA
AZ	0	0	0	0	21	0	5	0	0	1
CA	0	0	2	82	4472	0	70	0	51	0
CO	0	0	0	0	1	0	0	0	0	0
CT	0	0	0	1	63	0	4	0	2	0
DC	0	0	4	2	146	0	91	0	1	0
FL	7	0	0	0	7781	0	2	0	14	0
GA	0	0	0	1	24	0	36	0	1	0
HI	0	0	0	5	0	0	0	0	0	0
IL	0	0	2	3	92	0	53	0	6	0
IA	0	0	0	2	0	0	0	0	0	0
KS	0	0	0	0	0	0	1	0	2	0
LA	0	0	0	0	329	0	10	0	0	0
MD	0	0	0	3	357	0	53	0	0	0
MA	0	0	1	0	46	0	13	0	4	0
MI	0	0	0	0	5	0	5	1	0	0
MN	0	0	0	0	1	0	0	0	2	0
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	2	0	0	0	0	0
NJ	0	0	0	0	220	0	14	0	0	0
NM	0	0	0	0	0	0	0	0	0	0
NY	10	0	0	6	649	25	292	0	38	0
OH	0	0	0	0	14	0	5	0	0	0
OK	0	0	0	0	0	0	0	0	0	0
OR	0	0	0	0	6	0	5	0	0	0
PA	0	0	0	0	35	0	7	0	0	0
RI	0	0	0	0	0	0	7	0	0	0
TN	0	4	0	2	4	0	4	0	0	0
TX	1	0	0	0	205	1	53	0	5	0
VA	0	0	0	1	300	0	10	0	1	0
UT	0	0	0	1	0	0	2	0	3	0
WA	0	0	0	0	5	0	1	0	0	0
WI	0	0	0	0	22	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	18	4	9	109	14,800	26	743	1	130	1

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	OMAN	PACIFIC ISLANDS	PAKISTAN	PALESTINE	PANAMA	PAPUA NEW GUINEA	PARAGUAY	PERU	PHILIPPINES	POLAND
AZ	0	0	8	0	9	0	1	6	62	12
CA	0	0	720	21	350	0	71	1183	12276	420
CO	0	0	5	0	0	0	0	12	11	2
CT	0	0	31	0	11	0	0	84	26	250
DC	0	0	21	2	21	0	5	36	69	11
FL	1	0	74	11	179	0	7	646	81	116
GA	0	0	38	1	8	0	3	24	13	31
HI	0	0	1	0	18	0	5	0	2153	2
IL	0	0	77	23	53	0	1	105	1124	2651
IA	0	0	0	0	0	0	0	1	0	5
KS	0	0	2	0	2	0	0	2	20	1
LA	0	0	17	7	10	0	0	8	21	6
MD	0	0	124	1	27	0	13	118	258	52
MA	0	0	38	0	31	0	4	73	83	55
MI	0	0	38	2	0	0	0	1	7	142
MN	0	0	1	0	0	0	0	4	36	6
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	2	0	0	0	0	9
NJ	0	0	122	17	105	2	18	861	236	315
NM	0	0	13	0	0	0	0	0	8	17
NY	1	0	1159	0	663	11	165	1282	1014	887
OH	0	0	19	3	5	0	0	12	27	19
OK	0	3	0	0	0	0	0	3	2	2
OR	0	0	0	0	2	0	0	0	8	5
PA	0	0	40	0	26	0	2	7	83	84
RI	0	0	1	0	0	0	0	5	3	20
TN	0	0	3	0	1	0	0	2	4	26
TX	0	0	364	0	30	0	2	65	165	21
VA	0	0	298	0	26	0	6	272	281	17
UT	0	0	48	0	2	0	0	3	68	14
WA	0	0	12	0	0	0	0	8	310	41
WI	0	0	14	1	3	0	0	0	12	14
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	2	3	3,286	89	1,584	13	303	4,823	18,481	5,253

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	POLYNESIA	PORTUGAL	PUERTO RICO	QATAR	RADAH	ROMANIA	RWANDA	SAMOA	SAN SALVADOR	SAUDI ARABIA	SCOTLAND
AZ	0	3	23	0	0	16	0	1	0	4	1
CA	0	462	0	11	0	704	0	0	0	315	0
CO	0	0	0	0	0	5	0	0	0	5	0
CT	0	139	0	0	0	31	0	0	24	2	0
DC	0	5	0	0	0	14	0	0	0	0	0
FL	0	16	0	1	0	93	0	0	2	18	6
GA	0	0	0	0	0	16	0	0	0	3	0
HI	2	0	0	0	0	2	0	0	0	0	0
IL	0	13	0	1	0	626	0	0	0	46	1
IA	0	0	1	0	0	2	0	0	0	0	0
KS	0	1	6	0	0	2	0	0	0	4	0
LA	0	0	14	0	0	2	0	0	0	30	0
MD	0	35	0	0	0	9	0	0	0	3	0
MA	0	367	0	0	0	13	0	0	0	23	9
MI	0	0	1	0	3	213	0	0	0	6	0
MN	0	0	9	0	0	6	0	0	0	1	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	2	0	0	0	0	0
NJ	0	1432	0	0	0	24	0	0	0	16	0
NM	0	50	1	0	0	0	0	0	0	0	0
NY	0	416	0	5	0	478	1	0	0	96	2
OH	0	0	0	0	0	85	0	0	0	17	0
OK	0	0	0	0	0	0	0	0	0	0	0
OR	0	0	3	0	0	56	0	9	0	1	0
PA	0	44	0	0	0	21	2	0	0	4	0
RI	0	204	0	0	0	0	0	0	0	12	0
TN	0	0	4	0	0	4	0	0	0	0	0
TX	0	0	44	0	0	12	0	0	102	29	2
VA	0	32	52	0	0	6	0	0	0	38	1
UT	0	35	48	0	0	2	0	320	0	0	0
WA	0	4	0	0	0	14	0	89	0	24	0
WI	0	0	0	0	0	0	0	0	0	3	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	2	3,248	206	18	3	2,456	3	418	128	700	22

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	SENEGAL	SERBIA	SEYCHELLES	SIERRA LEONE	SINGAPORE	SOLOMON ISLANDS	SOMALIA	SOUTH AFRICA	SOUTH KOREA	SPAIN
AZ	0	0	0	0	0	0	1	1	0	17
CA	4	0	3	17	92	0	6	37	0	242
CO	0	0	0	0	0	0	0	4	0	0
CT	0	0	0	1	0	0	3	5	0	1
DC	6	0	0	27	3	0	6	14	0	9
FL	0	0	0	0	1	0	0	22	0	66
GA	0	0	0	3	1	0	6	1	0	6
HI	0	0	0	0	0	0	0	0	0	5
IL	1	2	0	0	4	0	1	28	0	58
IA	0	0	0	2	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	5
LA	0	0	0	0	0	0	0	0	0	1
MD	0	0	0	59	1	0	2	8	0	8
MA	14	0	0	1	20	0	5	32	0	32
MI	0	0	0	1	0	0	3	0	0	1
MN	0	0	0	0	0	0	3	0	1	2
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	1	1	0	0
NJ	0	0	0	1	0	0	0	15	0	90
NM	0	0	0	0	0	0	0	0	0	1
NY	11	0	4	29	28	5	11	87	0	246
OH	0	0	0	2	0	0	1	0	0	0
OK	0	0	0	0	0	0	0	0	0	2
OR	1	0	0	0	0	0	2	0	0	0
PA	0	0	0	5	0	0	0	9	0	3
RI	24	0	0	0	0	0	0	0	0	0
TN	0	0	0	0	0	0	0	0	0	8
TX	0	0	0	0	8	0	0	7	10	16
VA	0	0	1	32	1	0	20	7	977	24
UT	0	0	0	0	0	0	0	3	0	1359
WA	0	0	0	0	0	0	5	0	0	0
WI	0	0	0	1	0	0	1	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	61	2	8	181	159	5	77	281	988	2,202

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	SRI LANKA	ST. ANDREWS	ST. MARTIN	ST. VINCENT	ST.KITS-NEVIS	ST.LUCIA	SUDAN	SURINAM	SWAZILAND	SWEDEN
AZ	0	0	0	0	0	0	5	0	0	5
CA	78	0	0	0	0	0	51	11	0	132
CO	0	0	0	0	0	0	4	0	0	0
CT	1	0	0	0	0	0	0	0	0	2
DC	14	0	0	3	0	0	8	0	2	4
FL	11	0	8	0	2	4	0	27	0	31
GA	1	0	0	0	0	0	2	0	0	3
HI	0	0	0	0	0	0	0	0	0	0
IL	10	0	0	0	0	0	18	0	0	10
IA	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	2	0	0	0
LA	1	0	0	0	0	0	0	0	0	0
MD	15	0	0	0	0	0	6	1	0	1
MA	7	0	0	0	0	0	1	5	0	16
MI	0	0	0	0	0	0	0	0	0	2
MN	0	0	0	0	0	0	0	0	0	6
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	2	0	0	0
NJ	3	0	0	0	0	0	0	3	0	4
NM	0	0	0	0	0	0	0	0	0	0
NY	79	1	7	243	63	183	27	74	4	19
OH	0	0	0	0	0	0	0	0	0	0
OK	0	0	0	0	0	0	0	0	0	0
OR	0	0	0	0	0	0	2	0	0	0
PA	0	0	0	0	0	0	17	0	0	1
RI	0	0	0	0	0	0	3	0	0	4
TN	0	0	0	0	0	0	0	0	0	0
TX	5	0	0	0	0	1	15	0	0	3
VA	4	0	0	0	0	0	30	0	0	0
UT	0	0	0	0	0	0	2	0	0	9
WA	0	0	0	0	0	0	3	0	0	1
WI	0	0	0	0	0	0	0	0	0	2
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	229	1	15	246	65	188	198	121	6	255

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	SWITZERLAND	SYRIA	TAIWAN	TANZANIA	TEPIC NAVARET	THAILAND	TIBET	TOGO	TOKELAU ISLAND	TONGA	TRINIDAD
AZ	2	1	20	1	1	14	0	0	0	5	0
CA	56	170	4529	3	0	3986	2	0	0	268	17
CO	0	0	5	0	0	22	0	0	0	0	0
CT	1	4	2	0	0	53	0	0	0	0	14
DC	0	0	8	5	0	10	0	1	0	0	51
FL	8	6	45	0	0	39	0	2	0	0	86
GA	1	2	74	2	0	48	0	0	0	0	1
HI	0	0	424	0	0	13	0	0	2	41	0
IL	7	113	52	6	0	241	0	0	0	0	17
IA	0	0	1	0	0	42	0	0	0	0	0
KS	0	0	1	0	0	4	0	0	0	0	0
LA	1	4	13	0	0	3	0	0	0	0	0
MD	1	5	143	2	0	30	0	0	0	0	124
MA	10	17	83	3	0	353	0	0	0	0	10
MI	1	14	1	0	0	14	0	0	0	0	0
MN	0	0	0	2	0	238	0	0	0	0	4
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0	0	0
NJ	2	41	95	2	0	12	0	0	0	0	19
NM	0	0	3	0	0	91	0	0	0	0	0
NY	20	75	838	30	0	234	0	9	0	0	3375
OH	0	8	5	0	0	25	0	0	0	0	0
OK	0	0	0	0	0	2	0	0	0	0	0
OR	0	0	3	0	0	3	0	0	0	0	0
PA	0	10	5	2	0	321	0	0	0	0	7
RI	0	3	0	0	0	1	0	0	0	0	0
TN	3	0	4	0	0	37	0	0	0	0	0
TX	2	5	137	3	0	73	0	0	0	0	15
VA	0	7	92	1	0	125	0	0	0	0	19
UT	0	0	42	0	0	0	0	0	0	792	0
WA	0	2	9	0	0	29	0	0	0	19	0
WI	0	0	3	0	0	302	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	114	487	6,637	62	1	6,365	2	12	2	1,125	3,750

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	TRUK-MOEN ISLAND	TRUST TERRITORIES	TUNISIA	TURKEY	TURKS/CAICOS	UGANDA	UKRAINE	UNITED ARAB EMIRATES	URUGUAY
AZ	1	0	0	7	0	0	0	0	0
CA	0	0	2	64	0	6	0	15	49
CO	0	0	0	0	0	0	0	1	0
CT	0	0	0	3	0	0	0	1	0
DC	0	0	1	3	0	7	0	0	3
FL	0	0	0	22	15	0	0	0	27
GA	0	0	0	2	0	1	1	2	4
HI	0	2	0	0	0	0	0	0	0
IL	0	0	0	28	0	3	12	8	8
IA	0	0	0	0	0	0	0	0	0
KS	0	0	4	5	0	0	0	0	0
LA	0	0	0	3	0	1	0	0	2
MD	0	0	2	8	0	4	0	0	1
MA	0	0	0	26	0	0	2	0	39
MI	0	0	0	0	0	0	2	1	2
MN	0	0	0	0	0	0	3	0	0
MT	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0
NJ	0	0	0	31	0	1	0	6	115
NM	0	0	0	0	0	0	0	0	0
NY	0	0	3	184	0	4	0	19	119
OH	0	0	0	3	0	0	57	2	1
OK	0	0	0	0	0	0	0	0	0
OR	1	0	0	0	0	0	0	0	0
PA	0	0	1	1	0	0	13	0	0
RI	0	0	0	3	0	0	6	0	0
TN	0	0	0	1	0	0	0	0	0
TX	0	0	0	4	0	0	0	8	13
VA	0	0	0	25	0	0	0	4	1
UT	0	0	0	0	0	0	0	0	0
WA	3	0	0	4	0	0	39	0	1
WI	0	0	0	1	0	2	0	1	0
PUERTO RICO	0	0	0	0	0	0	0	0	0
TOTAL	5	2	13	428	15	29	135	68	385

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	USSR	VENEZUELA	VIETNAM	VIRGIN ISLANDS	WALES	WEST INDIES	WESTERN SAMOA	YEMEN	YUGOSLAVIA	ZAIRE
AZ	36	8	187	0	0	2	0	1	4	0
CA	4767	280	19346	0	0	132	130	67	131	21
CO	71	1	168	0	0	0	0	0	0	0
CT	27	23	123	0	0	345	0	0	4	0
DC	45	100	148	2	0	0	0	0	3	21
FL	120	348	285	14	3	34	0	4	33	0
GA	85	23	468	0	0	0	0	2	7	0
HI	0	1	180	0	0	0	1	0	2	0
IL	971	24	725	0	1	8	0	11	163	3
IA	2	0	176	0	0	0	0	0	0	0
KS	24	5	636	0	0	0	0	3	0	3
LA	5	10	1260	3	0	0	0	0	3	0
MD	336	30	489	0	0	0	0	0	2	2
MA	475	64	925	0	0	0	0	0	9	4
MI	39	4	14	1	0	0	0	416	75	0
MN	82	2	268	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0
MO	25	0	153	0	0	0	0	0	0	0
NJ	165	194	167	0	0	5	0	0	80	0
NM	0	0	168	0	0	0	0	0	0	0
NY	4910	559	901	173	0	677	2	326	675	21
OH	50	20	177	0	0	0	0	0	8	0
OK	0	1	136	0	0	0	0	0	0	2
OR	603	0	383	0	0	0	0	0	0	0
PA	713	28	1034	0	0	0	0	0	6	4
RI	27	14	5	0	0	2	0	0	0	0
TN	35	6	277	0	0	0	0	0	2	6
TX	15	74	1032	5	0	8	0	1	8	0
VA	30	33	1221	0	0	6	0	1	1	0
UT	19	1	392	0	0	0	0	0	13	0
WA	183	0	1227	0	0	0	0	0	4	1
WI	0	2	32	0	0	0	0	0	9	1
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	13,860	1,835	32,681	198	4	1,219	133	832	1,242	89

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	ZAMBIA	ZIMBABWE	OTHER AFRICA	OTHER ASIA	OTHER LATIN AMERICA	OTHER MIDDLE EAST	OTHER	TOTAL
AZ	0	0	9	0	0	0	0	12,486
CA	10	3	0	0	0	0	0	268,465
CO	0	2	0	0	0	0	0	1,349
CT	1	0	29	0	0	0	0	3,450
DC	10	3	0	0	0	0	0	3,938
FL	1	0	0	0	0	0	0	25,861
GA	2	1	12	0	0	0	0	3,273
HI	0	0	0	0	0	0	57	3,487
IL	10	0	28	0	873	0	0	30,687
IA	0	0	0	0	0	0	0	662
KS	0	0	4	0	329	0	0	1,880
LA	0	0	0	0	0	0	0	3,344
MD	1	0	0	0	0	0	25	7,451
MA	0	6	0	0	0	0	0	16,139
MI	0	0	1	0	0	0	0	1,931
MN	0	0	3	0	1	0	0	2,880
MT	0	0	0	0	0	0	0	94
MO	0	0	0	0	0	0	0	301
NJ	3	0	11	0	0	4	0	16,850
NM	0	0	0	0	0	0	0	2,871
NY	28	2	10	0	0	0	0	98,333
OH	0	0	5	0	0	0	0	1,482
OK	0	0	0	0	0	0	0	377
OR	4	0	0	0	0	0	0	2,232
PA	4	0	0	0	0	1	3	4,636
RI	0	0	0	0	2461	0	0	6,265
TN	0	0	10	0	0	0	0	1,088
TX	0	0	17	0	19	0	772	38,158
VA	5	0	0	1	8	0	0	10,777
UT	0	0	0	0	0	0	986	7,062
WA	0	1	0	0	0	0	128	8,886
WI	0	0	0	0	0	0	0	2,058
PUERTO RICO	0	0	0	0	202	0	459	3008
TOTAL	79	18	139	1	3,891	5	2,430	588,743

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	COUNTRY ADEN	AFGHANISTAN	ALBANIA	ALGERIA	ANGOLA	ANTIGUA	ARABIA	ARGENTINA	ARMENIA	ASSYRIA	AUSTRALIA
AZ	0	18	2	0	0	0	0	5	0	0	0
CA	0	1266	0	16	0	0	0	747	3806	0	159
CO	0	10	0	0	0	0	0	2	0	0	1
CT	0	2	3	4	0	12	1	18	0	0	2
DC	0	4	1	2	5	0	0	7	2	0	3
FL	0	11	3	8	0	18	0	227	0	0	13
GA	0	37	0	0	0	1	0	7	2	0	0
HI	0	0	0	0	0	0	0	0	0	0	4
IL	0	36	13	0	0	0	7	29	4	54	18
IA	0	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	1	0	1	0	3	4	0	0
ME	0	12	0	0	0	0	0	0	0	0	0
MD	0	45	0	0	0	1	0	33	0	0	5
MA	0	7	2	7	42	3	0	21	12	0	7
MI	1	2	22	1	0	0	0	13	0	0	6
MN	0	6	0	0	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	11	0	0	0	0	0	0	0	0	0
NJ	0	116	11	6	12	1	5	170	0	0	6
NM	0	15	0	0	0	0	0	0	6	0	0
NY	0	438	61	10	7	386	0	561	1	0	51
ND	0	0	0	0	0	0	0	0	0	0	0
OH	0	6	0	0	0	0	0	2	0	0	0
OK	0	0	0	0	0	0	0	0	0	0	0
OR	0	18	0	0	0	0	0	0	0	0	0
PA	0	15	0	0	6	2	0	7	3	0	1
RI	0	0	3	0	6	0	0	2	7	0	0
TN	0	25	0	0	0	0	0	1	0	0	2
TX	0	10	0	4	0	0	0	55	0	0	16
VA	0	405	1	1	1	0	0	55	0	0	9
UT	0	0	0	0	0	0	11	7	8	0	0
WA	0	7	0	0	0	0	0	13	10	0	0
WI	0	0	4	0	0	0	0	1	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	2,521	126	60	79	425	24	1,986	3,925	54	303

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	AUSTRIA	AZERBAIJAN	AZORES	BAHAMAS	BAHRAIN	BANGLADESH	BARBADOS	BASSAS DA INDIA	BELARUS	BELAU	BELGIUM
AZ	0	0	0	0	4	4	0	0	0	0	0
CA	47	0	0	0	6	68	2	0	0	0	71
CO	1	0	0	2	0	0	0	0	0	2	3
CT	1	0	0	9	0	38	9	0	0	0	1
DC	1	0	0	3	0	13	1	0	0	0	1
FL	9	0	0	662	31	62	43	1	0	0	2
GA	1	0	0	0	0	9	0	0	0	0	0
HI	0	0	0	0	0	0	0	0	0	0	0
IL	7	0	0	16	0	30	3	0	0	0	6
IA	0	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	0	0	0	0	0	0	0	0
ME	0	0	0	0	0	0	0	0	0	0	0
MD	3	0	0	4	0	51	2	0	0	0	3
MA	0	0	1007	1	0	21	22	0	0	0	4
MI	1	0	0	4	0	24	2	0	0	0	1
MN	4	0	0	0	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	66	0	0
MO	0	0	0	0	0	0	0	0	0	0	0
NJ	4	0	0	5	1	155	10	0	0	0	7
NM	0	0	0	0	0	0	0	0	0	0	0
NY	30	0	0	66	18	965	853	0	0	0	40
ND	0	0	0	0	0	0	0	0	0	0	0
OH	1	0	0	0	0	4	0	0	0	0	0
OK	0	0	0	0	0	1	0	0	0	0	0
OR	0	0	0	3	0	0	0	0	0	0	1
PA	2	0	0	0	0	12	1	0	0	0	3
RI	0	0	11	0	0	0	0	0	0	0	0
TN	0	0	0	0	0	0	0	0	0	0	3
TX	0	0	0	4	0	30	0	0	0	0	2
VA	3	0	0	2	4	139	0	0	2	0	1
UT	0	0	0	0	0	0	0	0	0	0	0
WA	0	2	0	0	0	0	0	0	0	0	0
WI	0	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	115	2	1,018	781	64	1,626	948	1	68	2	149

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	BELIZE	BENIN	BERMUDA	BHUTAN	BOLIVIA	BOTSWANA	BRAZIL	BRITISH OCEAN TERRITORY	BRUNEI	BULGARIA
AZ	0	0	0	0	0	0	8	0	0	7
CA	341	0	6	0	332	3	802	0	0	103
CO	0	0	0	0	1	0	1	0	0	0
CT	0	0	2	0	6	0	126	0	0	0
DC	4	0	0	0	59	1	33	0	1	12
FL	51	0	11	14	85	0	535	2	0	24
GA	0	0	0	0	1	0	21	0	0	0
HI	0	0	0	0	0	0	0	0	0	0
IL	159	0	2	0	17	0	73	0	0	27
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	2	0	0	0
KS	0	0	0	0	0	0	0	0	0	0
LA	1	0	0	0	4	0	17	0	0	0
ME	0	0	0	0	0	0	0	0	0	8
MD	1	2	1	0	143	0	92	0	0	4
MA	1	0	4	0	30	2	523	0	0	11
MI	1	0	0	0	1	1	5	0	0	8
MN	0	0	0	0	0	0	7	0	0	1
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	1	0	0	0	0	4
NJ	2	0	0	1	64	0	432	0	0	18
NM	0	0	0	0	0	0	1	0	0	0
NY	237	11	26	5	198	6	623	0	21	97
ND	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	0	0	0	6	0	0	2
OK	0	0	0	0	0	0	1	0	0	0
OR	0	0	0	0	3	0	0	0	0	2
PA	0	0	0	0	4	4	35	0	0	3
RI	1	0	0	0	0	0	14	0	0	0
TN	0	0	0	0	0	0	5	0	0	1
TX	2	0	0	0	27	0	45	0	0	5
VA	0	0	0	0	775	0	58	0	0	11
UT	0	0	0	0	0	0	12	0	0	0
WA	5	0	0	0	3	0	0	0	0	7
WI	0	0	0	0	0	0	1	0	0	2
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	7	0	0	0	0	0
TOTAL	806	13	52	20	1,761	17	3,476	2	22	357

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	BURKINA FASO	BURMA	BURUNDI	CAMBODIA	CAMEROON	CANADA	CAPE VERDE	CAYMAN ISLAND	CENTRAL AFRICAN REPUBLIC
AZ	0	0	0	17	0	8	0	0	0
CA	0	283	0	3762	0	710	0	0	0
CO	0	0	0	16	0	0	0	0	0
CT	0	0	0	155	0	28	13	0	0
DC	0	22	0	2	7	8	3	0	4
FL	0	6	0	58	1	780	0	7	0
GA	0	0	0	77	1	13	0	0	0
HI	0	0	0	1	0	7	0	0	0
IL	0	12	0	136	0	68	0	0	0
IA	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0
KS	0	0	0	59	0	0	0	0	0
LA	0	0	0	17	0	0	0	0	0
ME	0	0	0	39	0	0	0	0	0
MD	0	19	0	90	6	32	0	0	1
MA	0	10	0	1515	0	71	1193	0	0
MI	0	2	0	1	0	38	0	0	0
MN	0	0	0	77	0	10	0	0	0
MT	0	0	0	0	0	0	0	0	0
MO	0	0	0	6	0	0	0	0	0
NJ	0	0	0	4	0	25	2	0	0
NM	0	0	0	76	0	0	0	0	0
NY	2	75	3	195	7	437	7	2	21
ND	0	0	0	5	0	0	0	0	0
OH	0	0	0	44	0	0	0	0	0
OK	0	0	0	1	0	0	0	0	0
OR	0	0	0	35	0	0	0	0	0
PA	0	3	0	251	1	1	0	0	3
RI	0	0	0	1270	2	1	327	0	0
TN	0	1	0	120	0	3	0	0	0
TX	1	2	0	59	1	40	0	0	0
VA	0	6	0	341	7	38	0	0	0
UT	0	0	0	121	0	0	0	0	0
WA	0	2	0	1346	0	0	0	0	0
WI	0	0	0	0	0	5	0	0	0
GUAM	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	2	0	0	0
TOTAL	3	443	3	9,896	33	2,325	1,545	9	29

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	CHAD	CHILE	CHINA	CLIPPERTON ISLAND	COLOMBIA	COMOROS	CONGO	COOK ISLANDS	CORAL SEA ISLAND	COSTA RICA
AZ	0	10	134	0	21	0	0	0	0	104
CA	0	308	5863	0	808	0	0	0	0	383
CO	0	8	6	0	4	0	0	0	0	4
CT	0	8	56	0	167	0	0	0	0	31
DC	0	15	124	0	34	1	3	0	0	8
FL	1	159	149	16	1506	0	0	0	19	184
GA	0	4	194	0	63	0	0	0	0	8
HI	0	0	0	0	0	0	0	1	0	0
IL	0	24	544	0	231	0	0	0	0	10
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0
KS	0	0	12	0	0	0	0	0	0	0
LA	0	4	86	0	25	0	0	0	0	130
ME	0	0	5	0	0	0	0	0	0	0
MD	0	23	286	0	85	0	0	0	0	16
MA	0	33	546	0	181	0	0	0	0	53
MI	0	5	30	0	8	0	0	0	0	0
MN	0	3	26	0	9	0	0	0	0	3
MT	0	0	16	0	0	0	0	0	0	0
MO	0	0	24	0	0	0	0	0	0	1
NJ	0	83	281	0	1411	0	0	0	0	145
NM	0	0	19	0	0	0	0	0	0	0
NY	16	311	5322	0	3657	72	0	0	0	175
ND	0	0	0	0	0	0	0	0	0	0
OH	0	1	105	0	10	0	0	0	0	1
OK	0	0	0	0	1	0	0	0	0	1
OR	0	8	82	0	5	0	0	0	0	9
PA	0	2	288	0	59	0	0	0	0	6
RI	0	0	40	0	165	0	0	0	0	0
TN	0	3	36	0	8	0	0	0	0	2
TX	0	17	277	0	200	0	0	0	0	33
VA	0	28	169	0	93	0	0	0	0	7
UT	0	2	169	0	4	0	0	0	0	0
WA	0	6	738	0	23	0	0	0	0	6
WI	0	3	29	0	7	0	0	0	0	6
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	5	0	0	13	0	0	0	0	0
TOTAL	17	1,069	15,656	16	8,796	73	3	1	19	1,328

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	CROATIA	CUBA	CURACAO	CYPRUS	CZECHOSLOVAKIA	DAHOMEY	DENMARK	DJIBOUTI	DOMINICA	DOMINICAN REPUBLIC
AZ	0	3	0	0	13	0	1	0	0	7
CA	0	139	0	6	114	0	48	0	0	28
CO	0	3	0	0	0	0	0	1	0	0
CT	0	10	2	0	0	0	0	0	0	160
DC	0	10	0	0	11	0	0	0	0	162
FL	0	4004	0	0	10	0	14	0	62	1579
GA	0	3	0	0	14	0	6	3	0	13
HI	0	0	0	0	0	0	0	0	0	0
IL	0	84	0	1	27	0	5	0	0	78
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0
LA	0	22	0	0	0	0	1	0	0	41
ME	0	0	0	0	0	0	0	0	0	0
MD	0	10	0	0	1	1	3	0	0	142
MA	0	9	0	0	37	0	2	0	0	2151
MI	0	3	0	0	1	0	2	0	0	25
MN	0	2	0	0	0	0	0	0	0	2
MT	0	0	0	0	0	0	0	0	0	0
MO	0	4	0	0	0	0	0	0	0	0
NJ	0	299	0	2	8	0	3	0	0	3297
NM	0	24	0	0	0	0	0	0	0	0
NY	0	92	0	22	52	0	13	1	162	18018
ND	0	0	0	0	0	0	0	0	0	C
OH	2	8	0	0	0	0	0	0	0	21
OK	0	0	0	0	0	0	0	0	0	0
OR	0	0	0	0	1	0	0	0	0	0
PA	0	9	0	0	5	0	0	0	5	89
RI	0	0	0	0	0	0	0	0	0	19
TN	0	6	0	0	0	0	0	0	0	0
TX	0	10	0	1	3	0	4	0	0	44
VA	1	2	0	2	10	0	1	1	5	34
UT	0	4	0	0	1	0	3	0	0	0
WA	0	7	0	0	11	0	4	0	0	4
WI	0	1	0	0	2	0	0	0	0	6
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	54	0	0	0	0	0	0	0	2322
TOTAL	3	4,822	2	34	321	1	111	6	234	28,242

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	DUBAI UAE	EAST INDIES	ECUADOR	EGYPT	EL SALVADOR	ENGLAND	EQUATORIAL GUINEA	ERITREA	ESTONIA	ETHIOPIA	FIJI
AZ	0	0	5	14	239	24	0	0	0	7	1
CA	0	0	432	285	15542	752	0	0	3	426	580
CO	0	0	3	1	20	0	0	0	0	14	0
CT	0	0	60	2	19	36	0	0	0	3	0
DC	0	0	21	9	1419	10	0	0	0	85	0
FL	0	0	298	39	331	334	5	0	3	9	1
GA	0	0	5	14	95	0	0	0	1	111	0
HI	0	0	2	0	0	3	0	0	0	0	2
IL	0	0	156	31	248	68	0	0	3	52	0
IA	0	0	0	0	2	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	3	23	0	0	0	0	6	0
LA	0	0	9	5	139	0	0	0	0	3	0
ME	0	0	0	0	0	0	0	0	0	20	0
MD	0	0	56	21	1177	55	0	0	0	196	1
MA	0	0	64	10	519	50	0	0	3	68	0
MI	0	0	2	5	0	11	0	0	0	61	0
MN	0	0	0	9	16	4	0	0	0	70	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	8	0	0	10	0	19	0
NJ	0	0	843	140	774	44	0	0	1	14	2
NM	0	0	0	0	23	8	0	0	0	0	0
NY	0	0	2972	271	2613	363	5	0	0	92	0
ND	0	0	0	0	0	0	0	0	0	5	0
OH	0	0	3	13	15	3	0	0	0	87	0
OK	0	0	0	0	1	1	0	0	0	0	0
OR	0	0	8	0	14	3	0	0	0	7	14
PA	0	0	8	13	9	1	0	0	0	56	0
RI	0	0	2	0	5	0	0	0	0	5	2
TN	0	0	2	3	12	0	0	0	0	4	0
TX	1	0	50	12	2220	29	0	0	0	45	0
VA	0	0	55	47	1999	48	0	0	2	282	0
UT	0	0	0	0	4	0	0	0	0	0	0
WA	0	2	10	8	62	7	0	2	10	204	3
WI	0	0	0	1	12	4	0	0	0	3	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	2	5,066	956	27,560	1,858	10	12	26	1,934	806

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	FINLAND	FRANCE	FRENCH ANTILLES	FRENCH GUIANA	FRITANIA	GABON	GAMBIA	GERMANY	GHANA	GIBRALTAR	GREECE
AZ	0	13	0	0	0	0	0	106	0	0	2
CA	49	448	0	0	0	0	3	1107	18	0	91
CO	0	0	0	0	0	0	0	2	0	0	1
CT	2	10	0	0	0	0	0	6	4	0	17
DC	1	14	0	0	0	1	1	16	7	0	5
FL	58	72	0	0	0	0	0	129	2	1	15
GA	9	9	0	0	0	0	1	5	7	0	1
HI	0	0	0	0	0	0	0	11	0	0	0
IL	7	40	0	0	0	0	0	268	38	0	141
IA	0	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	1	0	0	0
KS	0	0	0	0	0	0	0	0	0	0	0
LA	0	18	0	0	0	0	0	10	3	0	7
ME	0	0	0	0	0	0	0	0	0	0	0
MD	0	20	0	0	0	0	9	11	74	0	18
MA	3	38	0	0	0	0	0	49	12	0	81
MI	0	10	0	0	0	0	0	23	13	0	4
MN	0	25	0	0	0	0	0	5	5	0	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	1	0	0	0
NJ	3	50	0	0	0	0	3	33	18	0	51
NM	0	0	0	0	0	0	0	12	0	0	6
NY	3	151	12	16	0	3	35	367	219	0	572
ND	0	0	0	0	0	0	0	0	0	0	0
OH	0	1	0	0	0	0	0	2	2	0	2
OK	0	0	0	0	0	0	0	0	0	0	0
OR	0	1	0	0	0	0	0	1	0	0	0
PA	0	4	0	0	0	0	0	9	25	0	5
RI	0	66	0	0	0	0	0	6	2	0	4
TN	0	6	0	0	0	0	0	0	6	0	0
TX	1	15	0	0	0	0	0	105	6	0	2
VA	1	26	0	0	0	0	0	39	56	0	35
UT	1	3	0	0	0	0	0	38	0	0	13
WA	0	9	0	0	1	0	0	16	0	0	3
WI	0	6	0	0	0	0	0	2	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	21	0	0	0
TOTAL	138	1,057	12	16	1	4	52	2,401	517	1	1,076

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	GREENLAND	GRENADA	GUADELOUPE	GUAM	GUATEMALA	GUERNSEY ISLAND	GUINEA	GUINEA BISSAU	GUYANA	HAITI	HONDURAS
AZ	0	0	0	3	111	0	0	0	0	0	22
CA	0	0	0	0	9680	0	0	0	43	98	2015
CO	0	0	0	0	9	0	0	0	0	0	1
CT	0	0	0	0	65	0	4	0	85	220	22
DC	0	4	0	0	154	0	2	0	35	50	34
FL	0	25	17	0	436	1	2	0	246	5380	989
GA	0	0	0	0	23	0	0	0	17	14	34
HI	1	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	659	0	0	0	14	113	187
IA	0	0	0	0	0	0	0	0	0	0	6
ID	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	1	0
LA	0	0	0	0	245	0	0	0	0	7	526
ME	0	0	0	0	0	0	0	0	0	1	0
MD	0	4	0	2	256	0	5	0	93	137	121
MA	0	0	0	0	213	0	0	3	11	2173	92
MI	0	0	0	0	4	0	0	0	0	2	0
MN	0	0	0	2	12	0	0	0	16	3	1
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	4	0	0	0	0	6	1
NJ	0	2	0	0	342	0	0	2	101	675	403
NM	0	0	0	0	14	0	0	0	0	0	0
NY	1	544	0	0	1111	0	25	0	6061	6318	1671
ND	0	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	0	14	0	0	0	0	4	16
OK	0	0	0	0	4	0	0	0	0	0	4
OR	0	0	0	0	45	0	0	0	0	0	6
PA	0	0	0	0	7	0	0	0	8	163	11
RI	0	0	0	1	44	0	0	0	2	64	1
TN	0	0	0	0	11	0	0	0	0	1	4
TX	0	1	0	0	312	0	0	0	12	5	378
VA	0	0	0	0	255	0	0	0	21	4	79
UT	0	0	0	0	4	0	0	0	0	0	6
WA	0	0	0	4	17	0	0	0	0	3	52
WI	0	0	0	0	6	0	0	0	0	0	2
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	14	0
TOTAL	2	580	17	12	14,057	1	38	5	6,765	15,456	6,684

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	HONG KONG	HUNGARY	ICELAND	INDIA	INDONESIA	IRAN	IRAQ	IRELAND	ISRAEL	ITALY	IVORY COAST	JAMAICA
AZ	11	10	0	41	4	18	9	0	19	12	0	1
CA	2491	150	20	2322	813	3972	70	73	1027	225	108	0
CO	5	3	0	20	4	11	0	0	11	2	0	0
CT	1	17	1	68	9	10	3	3	8	26	0	782
DC	3	6	0	36	2	18	0	0	7	20	10	92
FL	35	37	1	142	3	27	4	6	192	14	1	3229
GA	9	6	0	226	8	67	1	1	25	2	2	3
HI	28	0	0	4	0	0	0	0	0	0	0	1
IL	99	21	0	1555	17	108	69	21	165	80	6	181
IA	0	0	0	0	0	3	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	7	0	0	0	0	0	0
LA	12	7	0	25	2	6	2	0	10	0	0	0
ME	0	0	0	0	0	2	0	0	0	0	0	1
MD	79	10	0	393	12	195	4	3	43	0	3	238
MA	354	29	1	209	27	66	4	32	143	47	0	76
MI	2	0	3	11	4	18	85	0	14	1	11	10
MN	1	2	0	24	2	10	0	0	2	0	0	5
MT	0	0	0	0	0	0	0	0	0	0	0	0
MO	2	5	0	4	6	12	0	0	0	0	0	0
NJ	45	27	2	1073	19	28	2	3	227	63	0	237
NM	0	7	0	17	0	19	0	0	0	0	0	0
NY	1619	140	9	2689	186	538	28	150	2198	658	10	9007
ND	0	0	0	0	0	0	125	0	0	0	0	0
OH	11	9	0	18	5	7	2	0	31	2	0	6
OK	0	0	0	0	7	4	0	0	0	0	0	0
OR	23	2	0	9	11	9	0	0	3	0	0	1
PA	83	5	1	260	11	9	4	1	55	9	1	12
RI	0	4	0	7	0	6	0	0	19	3	0	6
TN	0	0	0	8	1	1	0	0	0	0	0	0
TX	45	5	1	235	23	59	5	0	34	5	2	38
VA	49	12	0	283	27	207	14	7	34	8	0	39
UT	0	1	2	25	0	31	0	0	4	8	0	0
WA	5	25	3	79	6	84	10	0	8	0	7	4
WI	8	2	0	17	0	1	0	0	10	2	0	3
GUAM	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5,020	542	44	9,800	1,209	5,553	441	300	4,289	1,187	161	13,972

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	JAPAN	JORDAN	KENYA	KOREA	KURDISTAN	KUWAIT	LAOS	LATVIA	LEBANON	LESOTHO	LESSER ANTILLES
AZ	61	1	0	95	0	15	21	0	0	0	0
CA	3656	256	20	6906	0	239	5497	2	484	0	0
CO	2	0	0	25	0	1	15	0	0	0	0
CT	7	0	1	25	0	1	122	0	6	0	0
DC	4	2	2	17	0	4	18	0	2	2	0
FL	17	12	6	132	0	29	162	2	38	0	0
GA	22	10	4	394	0	11	56	2	18	0	0
HI	20	0	0	228	0	0	90	0	0	0	0
IL	116	193	8	825	0	64	208	2	40	0	0
IA	0	0	0	0	0	0	45	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0
KS	3	0	0	6	0	0	94	0	0	0	0
LA	13	24	1	46	0	7	40	0	3	0	0
ME	0	0	1	0	0	0	0	0	0	0	0
MD	32	18	8	760	0	15	52	0	30	0	0
MA	122	12	8	169	0	10	293	0	116	0	0
MI	13	26	3	16	0	32	55	2	505	0	0
MN	13	0	1	24	0	0	1549	0	3	0	0
MT	2	0	0	0	0	0	30	0	0	0	0
MO	2	0	2	1	0	0	22	0	3	0	0
NJ	250	61	5	977	0	21	5	0	53	0	0
NM	14	0	0	0	0	0	92	0	0	0	0
NY	779	174	45	3241	0	108	142	0	196	2	0
ND	0	0	0	0	0	2	0	0	0	0	0
OH	11	36	3	50	0	14	153	0	30	0	0
OK	0	0	0	2	0	0	6	0	0	0	0
OR	5	1	1	14	0	0	55	0	3	0	0
PA	10	13	1	204	0	8	131	1	8	0	0
RI	8	0	2	9	0	1	1074	0	2	0	0
TN	45	0	0	61	86	2	259	0	1	0	0
TX	43	23	6	349	0	22	119	0	0	0	1
VA	40	12	7	0	0	22	123	2	42	2	0
UT	162	0	0	90	0	0	154	0	1	0	0
WA	106	1	1	521	0	0	550	3	5	0	0
WI	0	10	0	3	0	6	667	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5,577	884	136	15,190	86	634	11,899	16	1,589	6	1

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	LIBERIA	LIBYA	LITHUANIA	LUXEMBOURG	MACAO	MACEDONIA	MADAGASCAR	MALAGASY	MALAWI	MALAYSIA	MALDAVIA	MALI
AZ	0	0	0	0	0	0	0	0	0	5	0	0
CA	19	16	6	0	44	0	0	0	2	323	0	0
CO	0	0	0	0	1	0	0	0	0	3	0	0
CT	3	0	0	0	0	0	0	0	0	4	0	0
DC	18	0	0	0	0	0	0	4	4	2	0	1
FL	13	0	2	0	0	0	0	0	0	8	0	0
GA	35	0	0	0	0	0	0	0	0	3	0	0
HI	0	0	0	0	1	0	0	0	0	2	0	0
IL	41	4	45	0	0	3	0	0	0	25	0	5
IA	0	0	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0	0	0
LA	4	0	0	0	0	0	0	0	0	7	0	0
ME	0	0	0	0	0	0	0	0	0	0	0	0
MD	93	1	0	0	0	0	0	0	0	2	0	1
MA	18	1	1	0	5	0	0	0	1	28	0	0
MI	16	5	0	0	0	0	0	0	7	5	0	0
MN	12	0	1	0	0	0	0	0	0	0	2	0
MT	0	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0	1	0	0
NJ	26	2	4	0	0	0	0	0	0	4	0	0
NM	0	0	0	0	0	0	0	0	0	0	0	0
NY	192	17	1	2	31	0	22	0	9	176	1	11
ND	0	0	0	0	0	0	0	0	0	0	0	0
OH	10	0	0	0	0	0	0	0	2	13	0	0
OK	3	0	0	0	0	0	0	0	0	11	0	0
OR	4	0	0	0	0	0	0	0	0	1	0	0
PA	46	5	0	0	0	0	0	0	3	13	0	0
RI	113	0	0	0	0	0	0	0	0	0	0	0
TN	0	0	0	0	0	0	0	0	0	120	0	0
TX	16	9	0	0	1	0	0	0	1	23	0	1
VA	23	9	5	0	0	0	0	0	2	10	0	0
UT	0	0	0	0	0	0	0	0	0	0	0	0
WA	1	0	1	0	0	0	0	0	1	8	0	0
WI	1	0	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	706	69	66	2	83	3	22	4	32	797	3	19

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	MALTA	MARANHO	MARSHALL ISLANDS	MAURITANIA	MAURITIUS	MEXICO	MICRONESIA	MONGOLIA	MONACO	MONTSERRAT	MOROCCO
AZ	0	0	8	0	0	12286	0	0	0	0	1
CA	0	0	0	0	0	177219	6	0	0	0	14
CO	0	0	0	0	0	1372	0	0	0	0	0
CT	0	0	0	0	0	114	0	0	0	1	0
DC	0	0	0	0	0	82	0	0	0	0	8
FL	0	0	0	0	0	2022	0	0	0	0	4
GA	0	0	0	0	0	906	0	0	0	0	0
HI	0	0	1	0	1	11	0	0	0	0	0
IL	0	0	0	0	0	18256	0	0	0	0	2
IA	0	0	0	0	0	102	0	0	0	0	0
ID	0	0	0	0	0	441	0	0	0	0	0
KS	0	0	0	0	0	430	0	0	0	0	0
LA	0	0	0	0	0	140	0	0	0	0	0
ME	0	0	0	0	0	0	0	0	0	0	0
MD	0	0	0	0	0	301	1	0	0	0	1
MA	0	0	0	0	0	154	0	0	0	0	3
MI	0	0	0	0	0	252	0	0	0	0	0
MN	0	0	0	0	0	185	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	182	2	0	0	0	0
NJ	1	0	0	0	0	884	0	0	0	0	4
NM	0	0	0	0	0	3112	0	0	0	0	0
NY	16	0	0	3	0	3998	0	7	0	2	50
ND	0	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	0	0	24	0	0	0	0	0
OK	0	0	0	0	0	220	0	0	0	0	0
OR	0	0	1	0	0	1690	0	0	0	0	0
PA	0	0	0	1	0	21	0	0	0	0	1
RI	0	0	0	0	0	8	0	0	0	0	0
TN	0	2	0	0	0	120	0	0	0	0	0
TX	0	0	0	0	0	31494	0	0	1	0	1
VA	0	0	0	0	2	245	0	0	18	0	0
UT	0	0	0	0	0	1508	0	0	0	0	0
WA	0	0	0	0	0	3367	0	0	0	0	1
WI	0	0	0	0	0	446	0	0	0	0	0
GUAM	0	0	30	0	0	0	892	0	0	0	0
PUERTO RICO	0	0	0	0	0	65	0	0	0	0	0
TOTAL	17	2	40	4	3	261,664	901	7	19	3	90

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	MOZAMBIQUE	MYANMAR	NAMIBIA	NEPAL	NETHERLANDS	NETHERLANDS ANTILLES	NEW CALEDONIA	NEW GUINEA	NEW ZEALAND	NICARAGUA
AZ	0	0	0	6	12	0	0	0	0	22
CA	5	0	0	9	69	0	0	2	71	4212
CO	2	0	2	1	0	0	0	0	0	1
CT	0	0	0	0	0	0	0	0	1	40
DC	1	0	0	4	0	0	0	2	2	128
FL	0	0	0	0	26	9	0	0	4	4000
GA	0	0	0	0	0	0	1	0	0	7
HI	0	0	0	0	0	0	0	0	4	0
IL	1	0	0	5	7	0	0	3	3	88
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	1
LA	0	0	0	0	1	0	0	0	0	299
ME	0	0	0	0	0	0	0	0	0	0
MD	0	0	0	5	3	0	0	0	4	378
MA	1	0	0	3	7	0	0	0	1	50
MI	0	0	0	0	0	0	0	0	0	2
MN	0	0	0	0	1	0	0	0	0	5
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0	3
NJ	1	1	0	1	10	0	0	0	0	168
NM	0	0	0	0	0	0	0	0	0	0
NY	7	0	1	27	35	22	0	0	5	540
ND	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	0	0	0	0	0	0	11
OK	0	0	0	0	0	0	0	0	0	0
OR	1	0	0	0	1	0	0	0	0	16
PA	0	0	0	2	4	0	0	0	0	36
RI	0	0	0	0	1	0	0	0	0	0
TN	0	0	0	0	0	0	0	0	1	5
TX	0	0	0	0	8	0	0	0	0	193
VA	0	0	0	15	1	0	0	0	1	273
UT	0	0	0	0	0	0	0	0	0	0
WA	0	0	0	0	4	0	0	0	0	22
WI	0	0	0	0	0	0	0	0	0	20
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	3
TOTAL	19	1	3	78	190	31	1	7	97	10,522

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	NIGER	NIGERIA	NORTH KOREA	NORWAY	OCEANIA	OKINAWA	OMAN	PAKISTAN	PALESTINE	PANAMA	PAPUA NEW GUINEA
AZ	0	0	0	0	0	1	0	11	0	24	0
CA	0	83	0	48	0	0	0	739	8	452	0
CO	0	1	0	0	0	0	0	6	0	4	0
CT	0	5	0	0	0	0	0	49	0	4	0
DC	0	74	0	3	0	0	0	15	2	18	0
FL	2	69	0	13	1	0	0	154	1	323	0
GA	0	18	0	2	0	0	0	61	0	11	0
HI	0	0	0	0	0	0	0	0	0	9	0
IL	0	62	0	6	0	0	5	101	45	32	0
IA	0	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0
KS	0	1	0	0	0	0	0	0	0	0	0
LA	0	11	0	1	0	0	0	21	17	8	0
ME	0	0	0	0	0	0	0	0	0	0	0
MD	0	64	0	0	0	0	0	134	0	22	0
MA	0	12	0	7	0	0	0	42	0	16	0
MI	0	6	0	0	0	0	0	17	2	2	0
MN	0	3	0	4	0	0	0	1	1	2	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	11	0	2	0
NJ	0	21	0	6	0	0	0	177	12	50	0
NM	0	0	0	0	0	0	0	13	0	0	0
NY	18	366	0	69	0	0	1	1586	1	688	13
ND	0	0	0	0	0	0	0	0	0	0	0
OH	0	8	0	0	0	0	0	17	6	5	0
OK	0	1	0	0	0	0	0	0	0	1	0
OR	0	5	0	0	0	0	0	2	0	3	0
PA	0	12	0	0	0	0	0	46	0	17	0
RI	0	31	0	0	0	0	0	0	0	1	0
TN	0	4	0	1	0	0	0	7	0	9	0
TX	0	58	0	6	0	0	0	419	0	37	0
VA	0	10	104	1	0	0	0	392	2	14	0
UT	0	0	0	4	0	0	0	13	0	1	0
WA	0	1	0	7	0	0	0	70	0	13	0
WI	0	0	0	0	0	0	0	12	0	2	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	5	0
TOTAL	20	926	104	178	1	1	6	4,116	97	1,775	13

1299

1300

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	PARAGUAY	PERU	PHILIPPINES	POLAND	POLYNESIA	PORTUGAL	PUERTO RICO	QATAR	ROMANIA	RWANDA	SAIPAN
AZ	0	12	122	19	0	3	0	0	26	0	0
CA	47	1219	14167	410	0	416	0	8	873	0	0
CO	0	11	11	4	0	0	0	0	3	0	0
CT	0	96	21	383	0	206	0	0	39	0	0
DC	3	32	77	7	0	6	30	0	10	1	0
FL	9	838	157	117	1	38	0	0	120	0	0
GA	3	20	9	15	0	0	0	0	16	0	0
HI	1	0	1863	0	1	0	0	0	0	0	0
IL	0	92	1029	3067	0	9	4	1	626	0	0
IA	0	0	0	0	0	0	0	0	0	0	0
ID	0	1	0	0	0	5	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0	0
LA	0	12	24	5	0	0	37	0	2	0	0
ME	0	0	0	3	0	0	0	0	2	0	0
MD	28	184	230	57	0	40	0	0	10	0	0
MA	0	69	104	83	0	394	0	0	20	0	0
MI	0	0	13	172	0	0	8	0	202	4	0
MN	0	2	25	9	0	1	1	0	10	0	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	1	14	0	0	0	0	17	0	0
NJ	5	939	418	392	0	1518	0	0	20	0	0
NM	0	0	9	17	0	50	1	0	0	0	0
NY	189	1324	1031	1197	0	450	0	1	538	0	0
ND	0	0	0	0	0	0	0	0	9	0	0
OH	0	11	24	17	0	0	0	0	94	0	0
OK	0	2	1	0	0	0	0	0	0	0	0
OR	0	7	33	2	0	0	3	1	80	0	0
PA	2	11	82	117	0	80	0	0	23	2	0
RI	0	7	14	51	0	356	0	0	0	0	0
TN	1	1	4	11	0	0	8	0	9	0	0
TX	2	86	218	21	0	0	43	0	16	0	0
VA	4	256	289	15	0	34	40	0	5	0	0
UT	0	3	53	5	0	12	41	0	3	0	0
WA	0	7	412	72	0	9	0	0	110	0	2
WI	0	0	5	12	0	0	0	0	1	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	8	0	0	0	0	0	0	0	0	0
TOTAL	294	5,250	20,446	6,294	2	3,807	216	11	2,884	7	2

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	SAMOA	SAN MARINO	SAN SALVADOR	SAUDI ARABIA	SCOTLAND	SENEGAL	SEYCHELLES	SIERRA LEONE	SINGAPORE	SOLOMON ISLANDS
AZ	2	0	0	7	1	0	0	0	0	0
CA	0	0	0	352	0	3	3	11	59	0
CO	2	0	0	4	0	0	0	0	0	0
CT	0	0	16	2	1	0	0	0	0	0
DC	0	0	0	3	0	3	0	24	2	0
FL	0	0	0	33	3	1	0	7	0	0
GA	0	0	0	15	1	0	0	7	0	0
HI	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	52	0	2	0	5	3	0
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	8	0	0	0	0	0	0
ME	0	0	0	0	0	0	0	0	0	0
MD	0	0	0	5	0	3	0	100	3	0
MA	0	9	0	41	9	11	0	0	1	0
MI	0	0	0	15	0	0	0	4	2	0
MN	0	0	0	1	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0
MO	1	0	0	0	0	0	0	0	0	0
NJ	0	0	0	28	0	0	1	3	1	0
NM	0	0	0	0	1	0	0	0	0	0
NY	0	0	0	175	4	22	4	36	19	
ND	0	0	0	0	0	0	0	0	0	
OH	0	0	0	15	0	1	0	1	0	
OK	0	0	0	0	0	0	0	0	0	0
OR	0	0	0	4	0	1	0	0	0	0
PA	0	0	0	5	0	0	0	13	0	0
RI	0	0	0	5	0	29	0	0	0	0
TN	0	0	0	0	0	0	0	0	0	0
TX	0	0	69	31	0	0	0	0	9	0
VA	0	0	0	40	0	4	1	33	1	0
UT	263	0	0	0	0	0	0	0	0	0
WA	143	0	0	22	0	0	0	0	0	0
WI	0	0	0	2	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	411	9	85	863	20	80	9	244	100	7

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	SOMALIA	SOUTH AFRICA	SOUTH KOREA	SOUTH YEMEN	SPAIN	SRI LANKA	ST. ANDREWS	ST. MARTIN	ST. VINCENT	ST KITS-NEVIS
AZ	1	16	0	0	19	0	0	0	0	0
CA	0	51	0	0	322	77	0	0	0	0
CO	0	3	0	0	1	0	0	0	0	0
CT	1	7	0	0	3	1	0	1	1	2
DC	10	12	0	0	6	14	0	1	3	0
FL	0	12	0	3	109	5	0	5	5	38
GA	19	1	0	0	12	0	0	0	0	0
HI	0	0	0	0	9	0	0	0	0	0
IL	4	27	0	0	53	7	0	0	0	0
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	1	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	0	4	1	0	0	0	0
ME	13	0	0	0	0	0	0	0	0	0
MD	9	7	0	0	12	19	0	0	1	0
MA	1	36	0	0	31	5	0	0	0	0
MI	4	5	1	0	7	0	0	0	0	0
MN	6	1	0	0	1	2	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0
MO	29	0	0	0	0	0	0	0	0	0
NJ	4	11	0	0	200	14	0	0	0	2
NM	0	0	0	0	0	0	0	0	0	0
NY	11	108	6	17	321	108	1	5	300	67
ND	4	0	0	0	0	0	0	0	0	0
OH	1	0	0	0	0	3	0	0	0	0
OK	0	0	0	0	3	0	0	0	0	0
OR	3	1	93	0	3	2	0	0	0	0
PA	4	7	0	0	3	0	0	0	0	0
RI	0	1	1	0	0	1	0	0	0	0
TN	12	0	0	0	1	0	0	0	0	0
TX	0	9	0	0	25	2	0	0	0	0
VA	9	7	975	0	20	6	0	0	0	0
UT	0	338	0	0	1189	0	0	0	0	0
WA	14	0	0	0	5	1	0	0	0	0
WI	2	0	0	0	1	2	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	12	0	0	0	0	0
TOTAL	161	658	1,076	20	2,373	270	1	12	310	107

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	ST.LUCIA	SUDAN	SURINAM	SWAZILAND	SWEDEN	SWITZERLAND	SYRIA	TAIWAN	TANZANIA	THAILAND	TIBET	TOGO
AZ	0	0	0	0	6	3	1	36	0	25	0	0
CA	0	69	3	0	144	58	188	4502	2	4474	1	0
CO	0	1	0	1	0	0	0	7	0	32	1	0
CT	15	1	0	1	0	0	1	8	0	28	0	0
DC	0	7	0	2	1	0	1	7	4	8	0	1
FL	29	5	35	0	34	6	8	41	2	57	0	0
GA	0	2	0	0	3	0	4	48	1	62	0	0
HI	0	0	0	0	0	0	0	412	0	14	0	0
IL	0	9	0	0	16	7	59	62	3	206	0	0
IA	0	0	0	0	0	0	0	0	0	27	0	0
ID	0	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	1	0	0
LA	0	1	0	0	0	2	5	17	0	5	0	0
ME	0	10	0	0	0	0	0	0	0	0	0	0
MD	0	12	1	1	3	2	3	180	1	39	0	2
MA	0	1	1	0	10	10	44	123	2	399	1	0
MI	0	0	0	0	4	3	15	4	0	7	0	0
MN	0	2	0	0	6	0	0	3	2	277	0	0
MT	0	0	0	0	0	0	0	0	0	2	0	0
MO	0	7	0	0	0	0	0	0	0	0	0	0
NJ	0	1	2	0	6	3	90	170	2	16	0	0
NM	0	0	0	0	0	0	0	3	0	90	0	0
NY	184	21	82	7	20	25	111	950	28	202	0	15
ND	0	0	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	0	0	0	6	11	3	21	0	0
OK	0	0	0	0	0	0	0	0	0	2	0	0
OR	0	2	0	0	3	0	0	12	0	14	0	0
PA	0	21	0	0	0	0	10	2	3	277	0	1
RI	0	3	0	0	4	1	4	0	0	3	0	0
TN	0	0	0	0	0	2	0	9	0	28	0	0
TX	1	19	0	0	1	3	9	149	2	83	0	0
VA	0	19	0	0	0	0	6	105	1	123	0	0
UT	0	0	0	0	2	0	0	43	0	0	0	0
WA	0	1	0	0	1	0	8	63	0	59	0	0
WI	0	0	0	0	0	0	0	0	0	157	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	229	214	124	12	264	126	573	6,967	56	6,738	3	19

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	TOKELAU ISLAND	TONGA	TRINIDAD	TRUK-MOEN ISLAND	TRUST TERRITORIES	TUNISIA	TURKEY	TURKS/CAICOS	UGANDA	UKRAINE
AZ	0	1	0	0	0	0	3	0	0	0
CA	0	201	29	0	0	2	83	0	7	0
CO	0	0	0	0	0	0	0	0	0	0
CT	0	0	31	0	0	0	9	0	0	8
DC	0	0	31	0	0	0	2	0	3	0
FL	0	0	544	0	0	0	17	26	0	0
GA	0	0	8	0	0	0	12	0	3	0
HI	2	31	0	0	2	0	0	0	0	0
IL	0	0	16	0	0	0	27	0	3	22
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	0	0	0	3	0	1	0
ME	0	0	0	0	0	0	1	0	4	0
MD	0	0	105	0	0	3	13	0	8	2
MA	0	0	7	0	0	2	27	0	1	2
MI	0	0	2	0	0	0	0	0	2	1
MN	0	0	3	0	0	0	21	0	0	3
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	2	0
NJ	0	0	62	0	0	0	65	0	1	0
NM	0	0	0	0	0	0	0	0	0	0
NY	0	0	4212	0	0	14	202	2	12	0
ND	0	0	0	0	0	0	0	0	0	0
OH	0	0	2	0	0	1	5	0	0	101
OK	0	0	0	0	0	0	0	0	0	0
OR	0	0	0	1	0	0	0	0	0	0
PA	0	0	9	0	0	2	3	0	0	32
RI	0	0	0	0	0	0	2	0	0	17
TN	0	0	0	0	0	0	3	0	0	0
TX	0	0	19	0	0	2	9	0	0	0
VA	0	0	23	0	0	7	24	0	0	0
UT	0	641	0	0	0	0	1	0	0	1
WA	0	18	0	3	0	0	5	0	0	124
WI	0	0	0	0	0	0	1	0	3	0
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	2	892	5,103	4	2	33	538	28	50	313

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	UNITED ARAB EMIRATES	URUGUAY	USSR	UZBEKISTAN	VENEZUELA	VIETNAM	VIRGIN ISLANDS	WALES	WEST BEKAA	WEST INDIES
AZ	0	0	49	1	17	238	0	0	0	0
CA	17	36	6674	0	289	19204	0	0	0	30
CO	0	0	118	0	2	264	0	0	0	0
CT	2	1	28	0	20	139	0	0	0	48
DC	0	6	55	0	9	211	2	0	0	0
FL	2	46	171	0	546	366	1	2	0	8
GA	2	7	198	0	30	725	0	0	0	0
HI	0	0	0	0	1	160	0	0	0	0
IL	6	7	1207	0	29	734	0	7	0	12
IA	0	0	0	0	0	1	0	0	0	0
ID	0	0	15	0	0	0	0	0	0	0
KS	0	0	1	0	0	373	0	0	0	0
LA	0	4	8	0	16	1227	0	0	0	0
ME	0	0	37	0	0	77	0	0	0	0
MD	3	6	423	0	54	780	0	1	0	0
MA	2	32	1078	0	84	1676	0	0	0	0
MI	3	2	49	0	6	272	1	0	1	0
MN	0	2	94	0	1	485	0	0	0	2
MT	0	0	0	0	0	4	0	0	0	0
MO	0	0	67	0	4	342	0	0	0	0
NJ	2	93	290	0	233	212	0	0	0	11
NM	0	0	0	0	0	178	0	0	0	0
NY	25	107	8544	0	733	1381	157	0	0	502
ND	0	0	13	0	0	152	0	0	0	0
OH	5	2	67	0	13	195	0	0	0	0
OK	0	0	0	0	4	123	0	0	0	0
OR	0	0	782	0	4	615	0	0	0	0
PA	3	0	813	0	24	898	0	0	0	0
RI	0	0	49	0	17	11	1	0	0	1
TN	0	0	45	0	11	363	0	0	0	0
TX	10	14	30	0	77	1490	0	0	0	7
VA	11	5	44	2	36	1424	0	0	0	8
UT	0	1	15	0	1	267	0	0	0	0
WA	0	0	706	1	1	1891	0	0	0	0
WI	0	0	8	0	8	53	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	34	0	0	0	0	0
TOTAL	93	371	21,678	4	2,304	36,629	162	10	1	629

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	WESTERN SAHARA	WESTERN SAMOA	YAKIMA	YEMEN	YUGOSLAVIA	ZAIRE	ZAMBIA	ZIMBABWE	OTHER AFRICA	OTHER ASIA
AZ	0	0	2	1	16	0	0	0	6	0
CA	0	147	0	93	151	17	13	3	362	27
CO	0	0	0	0	0	0	0	0	0	0
CT	0	0	0	0	6	0	0	2	3	0
DC	0	0	0	0	4	21	5	2	0	0
FL	1	0	0	1	45	1	4	0	0	0
GA	0	0	0	2	2	1	3	1	18	0
HI	0	0	0	0	3	0	0	0	0	0
IL	0	0	0	46	179	5	15	0	36	0
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	0	2	0	0	0	0	0
ME	0	0	0	0	0	0	0	0	0	2
MD	0	0	0	0	7	13	0	0	0	0
MA	0	0	0	4	13	7	3	6	0	0
MI	0	0	0	447	146	0	2	3	4	0
MN	0	0	0	0	0	0	1	0	12	0
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	3	0	0	0	0
NJ	0	0	0	5	84	2	5	1	28	0
NM	0	0	0	0	0	0	0	0	0	0
NY	0	3	0	454	690	32	27	4	2	0
ND	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	0	14	1	0	0	8	0
OK	0	0	0	0	0	4	0	0	0	0
OR	0	0	0	0	0	3	4	0	0	0
PA	0	0	0	0	19	5	5	1	0	0
RI	0	0	0	0	0	0	0	0	0	0
TN	0	0	0	0	0	4	0	0	0	0
TX	0	0	0	0	15	0	0	0	25	0
VA	0	0	0	6	2	0	2	1	0	5
UT	0	0	0	0	5	0	0	0	0	0
WA	0	0	0	1	4	0	0	0	47	4
WI	0	0	0	0	10	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	1	150	2	1,060	1,417	119	89	24	551	38

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	OTHER EUROPE	OTHER LATIN AMERICA	OTHER MIDDLE EAST	OTHER	TOTAL
AZ	0	0	0	0	14,240
CA	3	138	111	0	318,633
CO	0	0	0	0	2,073
CT	0	0	0	0	3,857
DC	0	0	0	7	3,679
FL	0	0	0	0	32,988
GA	0	0	0	0	3,985
HI	0	0	0	56	2,887
IL	0	137	30	0	34,122
IA	0	0	0	0	186
ID	0	0	0	0	486
KS	0	0	0	0	1,021
LA	0	0	0	0	3,420
ME	0	19	0	0	267
MD	0	0	0	27	8,863
MA	0	0	0	0	17,334
MI	0	0	0	0	2,879
MN	0	6	0	0	3,150
MT	0	0	0	0	120
MO	0	0	0	0	847
NJ	0	0	5	0	18,900
NM	0	0	0	0	3,827
NY	0	0	0	0	111,321
ND	0	0	0	0	318
OH	0	0	0	0	1,480
OK	0	0	0	0	409
OR	0	0	0	0	3,789
PA	0	0	1	4	4,732
RI	0	3621	0	0	7,886
TN	0	0	0	0	1,509
TX	0	10	0	686	40,861
VA	0	2	0	0	10,812
UT	0	1	0	1134	6,432
WA	0	0	5	350	11,630
WI	0	0	0	0	1,580
GUAM	0	0	0	0	922
PUERTO RICO	0	135	0	313	3,013
TOTAL	3	4,089	152	2,577	684,283

*Two U.S. Territories were included in the 1991-92 school year.

APPENDIX E:
State Coordinators of EIEA Programs

EMERGENCY IMMIGRANT EDUCATION PROGRAM

STATE COORDINATORS - 1993

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OFFICE OF BILINGUAL EDUCATION
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EIEA Program Manager
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EMERGENCY IMMIGRANT EDUCATION PROGRAM

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SPECIAL ISSUES ANALYSIS CENTER

Report on the Status of the Emergency Immigrant Education Act (EIEA) Program

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I. INTRODUCTION

The Emergency Immigrant Education Act (EIEA) of 1984 (PL 98-511) authorizes assistance to local education agencies (LEAs) for supplementary educational services for immigrant children enrolled in elementary and secondary schools. The act was reauthorized in 1988 (PL 100-297) and is again being considered for reauthorization in 1993. Appendix A contains the 1988 amendments to the Emergency Immigrant Education Act (PL 100-297).

The purpose of this report is to present information on the scope and status of the EIEA program, including:

- An overview of the legislation;
- How the program is administered;
- The number of students served by national origin and by state of residence;
- The size of the Congressional appropriation by year;
- The amounts of program expenditures by line item; and
- The scope of activities funded and what is known about effective models for serving immigrant students.

Much of the data contained herein has also been included in The Biennial Report to Congress on the EIEA. However, the Congressional Report is focused on the number of students served and amounts of expenditures by type. This report expands on the Congressional Report to provide the reader with a broader discussion of issues surrounding the program.

Section II of this report provides background information on the legislative history and administration of the program. Section III presents data on the total number of EIEA students, and the number of EIEA students by state of residence and country of origin. The next two sections (Sections IV and V) provide information on grant allocations and expenditures for 1990-91 and 1991-92. Section VI presents information on what is known about program services and what the literature says about effective program practices. The final section (Section VII) contains a summary of the findings.

II. BACKGROUND

The U.S. General Accounting Office (GAO) reported in 1991 that there were approximately 2.1 to 2.7 million immigrant children in the U.S., representing about six percent of the country's school-age population. Recent projections from the U.S. Census Bureau suggest that the nation's school-age population (ages 5-17) will increase by over six million during the 1990s and that immigration is expected to account for a large proportion of the expected increase (Day, 1992). Therefore, the provision of appropriate services to immigrant students, many of whom are limited English proficient, is a major concern for state and local education agencies (LEAs). Frequent and unexpected fluctuations in the number of immigrants make it difficult for LEAs to plan and to provide services. The Emergency Immigrant Education Act program provides financial assistance to these overburdened LEAs to help serve this population.

A. Overview of the EIEA Program

The Emergency Immigrant Education Act authorizes the Department of Education to award and monitor grants to eligible state education agencies. The SEAs, in turn, are responsible for distributing funds to eligible local education agencies. The LEAs use these funds to provide supplementary instructional and noninstructional services to immigrant children, including bilingual or English language instruction, as well as for additional materials, supplies, and staff training needed to serve immigrant children. The Act defines immigrant children as those "who were not born in any state and who have been attending schools in any one or more states for less than three complete academic years."

Section 4407 (b) of the EIE Act broadly specifies the services for which LEAS may use their EIEA program funds:

"(1) supplementary educational services necessary to enable those children to achieve a satisfactory level of performance, including

  (A) English language instruction;
  (B) other bilingual education services; and
  (C) special materials and supplies;

(2) additional basic instructional services which are directly attributable to the presence in the school district of immigrant children, including the costs of providing additional classroom supplies, overhead costs, costs of construction, acquisition or rental of space, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services; and

(3) essential inservice training for personnel who will be providing instruction described in either paragraph (1) or (2) of this subsection."

Funding eligibility is determined by the number of children currently enrolled in a school district who are not U.S. citizens and who have attended public or nonprofit private schools in the U.S. for fewer than three complete school years. A school district must have either a minimum of 500 eligible immigrant students, or eligible immigrant students must comprise three percent or more of the total student population. The intent underlying these criteria is to serve the largest concentration of recently arrived immigrant students.

B. Administration of the EIEA Program

The EIEA program is administered through the Division of State and Local Programs at the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). The program officer responsible for the EIEA program distributes, processes, and reviews grant application materials for SEAs interested in applying for funding. EIEA funds are distributed based on the ratio of eligible immigrant students within each SEA to the total number of eligible immigrant students in the United States. The amount of funds received by each eligible SEA is calculated by multiplying the number of eligible students in each state by the per student amount authorized by Congress ($500.00). This amount is later adjusted to the amount appropriated by Congress.

As specified under section 4406 (3) (A) of the Emergency Immigration Education Act, funds must also be modified to offset federal funds received for the same purpose, such as the Targeted Assistance Grants (TAG) Program administered by the Department of Health and Human Services (HHS) Office of Refugee Resettlement (ORR). The TAG program funds services for refugees or entrants in counties most heavily affected by an influx of refugees; efforts are primarily directed at refugees who depend on public assistance. During the application process, HHS/ORR provides OBEMLA with a list of states who are requesting TAG funds and the amount requested. OBEMLA withholds a portion of the EIEA grant until the HHS/ORR completes its application process and then releases or reduces funds based on TAG data. Any remaining funds are redistributed among participating SEAs.

During the application process, the OBEMLA program officer reviews the student numbers reported by each state education agency (SEA) to ensure that the state is eligible for funding based on the criteria set out by the federal legislation. If there is a substantial difference in the number of eligible immigrant students reported by a state from one year to the next, the OBEMLA program officer will request verification and justification. During 1990, seven state education agencies (California, Florida, Georgia, Illinois, New York, Texas, Utah) were asked to verify their reported population increases. Each of these seven states offered sufficient justification for the changes. Verification was not necessary in either 1991 or 1992.

Other than reviewing discrepancies between program years, OBEMLA cannot easily verify the accuracy of state-reported immigrant student counts. Although federal immigration law requires that immigrant students present documentation of their status prior to enrolling in a school district, many school districts enroll students without such documentation, frequently relying on student- or parent-reported information.

Once the EIEA grants are awarded, the OBEMLA program officer is responsible for reviewing the biennial reports required from each SEA under Section 4410 (a) of the enabling legislation. The report has two parts: a Student National Original Report which provides data on the number of immigrant students served by national origin and an Expenditure Report which shows the amounts spent for supplemental educational services, additional basic instructional services, in-service training for staff, and state administration. Appendix B contains a copy of the reporting form (*Biennial Report Form*).

At the state level, EIEA program grants are usually administered through the state bilingual education program office. Under section 4404 of the EIEA Act, SEAs may withhold up to 1.5 percent of the EIEA grant for administrative purposes prior to disbursement among eligible LEAs.

Once notified of their federal grant award, the SEAs develop and distribute subgrant applications to LEAs with instructions for identifying eligible children. Findings from a recent evaluation of the EIEA program (COSMOS Corporation, 1993) indicate that most states use modified federal grant applications and the federal definition of eligibility. SEAs request that LEAs provide not only the number of immigrant students enrolled in the school district, but also their method of determining that number. LEAs report using a variety of strategies, including reviewing information from local resettlement agencies, conducting informal student and parent interviews, and examining school records. As part of a typical school districts' registration or intake process, information is collected from each student, such as home language, date of entry into the United States, academic background, ethnic status, country of origin, and level of English proficiency. The information that is collected may be used in determining eligibility.

Locally, grant administration is usually conducted through either bilingual education or compensatory education program offices. Administration of EIEA funds at this level generally includes approving and recording program expenditures and coordinating censuses of immigrant students. LEAs are also required to submit a *Biennial Report Form* to their SEAs.

III. EIEA PROGRAM PARTICIPANTS

According to a 1991 report of the EIEA program by the GAO, there were about 700,000 eligible immigrant children in over 4,500 school districts during the 1989-90 school year. The GAO study, based on a survey of 529 school districts that received EIEA program funds during 1989-90 and a representative sample of 995 districts that did not receive EIEA program funds, estimated that about 85 percent (564,000) of the identified eligible immigrant students were receiving EIEA-funded services. The other 15 percent were either in school districts with too few students to qualify (90 percent of nonfunded districts) or in districts electing not to apply for an EIEA grant (10 percent of nonfunded districts). Among the reasons that district officials gave for not requesting EIEA funds were not knowing about the program, not realizing that they were eligible for funding, and not having sufficient resources to identify immigrant children. A recent evaluation of the EIEA program (COSMOS Corporation, 1993) found that nine State Education Agencies (Alabama, Arkansas, Delaware, Indiana, Kentucky, Nevada, New Hampshire, South Dakota, and Vermont) have never applied for EIEA program funding. These states did apply for federal grants under the Transition Program for Refugee Children which, until 1990, authorized assistance to LEAs for supplementary educational services for refugees.

The GAO study also found that, of the approximately 564,000 students who received EIEA-funded services, many benefitted from other federal education programs, such as Title VII Bilingual Education and Chapter 1 programs. The GAO study estimates suggest that the percentage of students who participate in both EIEA-funded and other federally-supported services range from less than 10 percent in the State Legalization Impact Assistance Grants Program to approximately 66 percent in the Chapter 1 Program for Educationally Disadvantaged Children.

Data from the 1991 GAO study indicate that EIEA students are primarily Hispanic (60 percent) or Asian (22 percent), followed by White non-Hispanic (eight percent), Black non-Hispanic (six percent), Pacific Islanders (two percent), and Other (two percent). Most (approximately 90 percent) are limited English proficient. Almost two-thirds (60 percent) of the EIEA program participants are enrolled in elementary schools, 18 percent in middle and junior high schools, and 21 percent in high schools. Very few (one percent) of EIEA students are in pre-kindergarten classes.

A. EIEA Program Participants by State

Tables 1 and 2 show the number and percentage of immigrant students served by state during the 1990-91 and 1991-92 school years, as compiled from SEA reports[1]. For the 1990-91 school year, 32 states and one U.S. territory receiving EIEA funds reported that they served 589,743 immigrant students. Thirty-five states and two U.S. territories provided services to 684,293 students in 1991-92.

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[1] Data received by the Department of Education were examined for inconsistencies and follow-up inquiries were made of several states to obtain corrected information.

Five states (California, New York, Texas, Illinois, and Florida) accounted for over three-fourths of total EIEA participants for both 1990-91 and 1991-92. California had by far the largest proportion of EIEA students for each school year (45.5 percent and 46.6 percent, respectively), followed by New York (16.7 percent and 16.3 percent, respectively). Similar findings were reported in the previous biennial report to Congress on 1988-90 data.

B. EIEA Program Participants by National Origin

Tables 3 and 4 show the most common countries of origin for students served in EIEA programs in the 1990-91 and 1991-92 school years, as reported by the SEAs. In each program year, ten countries accounted for nearly two-thirds of all EIEA program participants, with the largest proportion of EIEA students from Mexico (35.3 percent in 1990-91 and 38.2 percent in 1991-92).

There was very little change in the composition of the top ten countries of origin between the 1990-91 and 1991-92 school years. Mexico and Vietnam stayed in the top two positions and six other countries (China, the Dominican Republic, El Salvador, Korea, the Philippines, and the former Soviet Union) also remained among the top ten in both years. Nicaragua and Laos were replaced by Haiti and Guatemala on the 1991-92 list of the most common countries of origin.

Over one-half of EIEA program participants during 1990-91 and 1991-92 were from Spanish-language speaking countries, including Mexico, El Salvador, and the Dominican Republic. About the same proportion had been reported for the previous two-year period (1988-90). Approximately one-fourth of EIEA students were from Asian-language speaking countries, such as Vietnam, Laos, and China. Less than three percent were from English-language speaking countries. Appendix C presents the number of EIEA participants by country of origin as reported by SEAs for the 1990-91 and 1991-92 school years.

Appendix D contains a table of EIEA participation by state of residence and country of origin as reported by SEAs for the 1990-91 and 1991-92 school years. The geographical concentration of the EIEA student population suggests that immigrants to the U.S. continue to gravitate to states with large numbers of people who speak the language(s) of the newly-arrived immigrants. For example, since Spanish-speaking immigrants generally settle in California, New York, Florida, or Texas, these are states with high numbers of EIEA students.

TABLE 1

EIEA Participants by State for the 1990-91 School Year

State	Total Students	Percentage
CA	268,455	45.5%
NY	98,333	16.7
TX	36,159	6.1
IL	30,687	5.2
FL	25,861	4.4
NJ	16,850	2.9
MA	16,139	2.7
AZ	12,495	2.1
VA	10,777	1.8
WA	8,666	1.5
MD	7,451	1.3
UT	7,062	1.2
RI	6,265	1.1
PA	4,636	0.8
DC	3,938	0.7
HI	3,467	0.6
CT	3,450	0.6
LA	3,344	0.6
GA	3,273	0.6
NM	2,971	0.5
MN	2,890	0.5
OR	2,232	0.4
WI	2,059	0.3
KS	1,980	0.3
MI	1,931	0.3
OH	1,492	0.3
CO	1,349	0.2
TN	1,089	0.2
IA	662	0.1
OK	377	0.1
MO	301	0.1
MT	94	<0.1
Puerto Rico	3,008	0.5
Total	**589,743**	**100.0%**

TABLE 2

EIEA Participants by State for the 1991-92 School Year

State	Total Students	Percentage
CA	318,633	46.6%
NY	111,321	16.3
TX	40,561	5.9
IL	34,122	5.0
FL	32,998	4.8
NJ	19,500	2.8
MA	17,334	2.5
AZ	14,240	2.1
WA	11,630	1.7
VA	10,812	1.6
MD	8,663	1.3
RI	7,566	1.1
UT	6,432	0.9
PA	4,732	0.7
GA	3,985	0.6
CT	3,857	0.6
NM	3,827	0.6
OR	3,788	0.6
DC	3,679	0.5
LA	3,420	0.5
MN	3,150	0.5
HI	2,987	0.4
MI	2,879	0.4
CO	2,073	0.3
WI	1,580	0.2
TN	1,508	0.2
OH	1,460	0.2
KS	1,021	0.1
MO	847	0.1
ID	466	0.1
OK	409	0.1
ND	315	<0.1
ME	257	<0.1
IA	186	<0.1
MT	120	<0.1
Puerto Rico	3,013	0.4
Guam	922	0.1
Total	**684,293**	**100.0%**

TABLE 3

Most Common Countries of Origin for Students Served in EIEA Programs 1990-91

Country	Total Students	Percentage
Mexico	207,984	35.3%
Vietnam	32,681	5.5
El Salvador	26,658	4.5
Dominican Republic	25,233	4.3
Philippines	18,481	3.1
Nicaragua	14,800	2.5
Korea	14,407	2.4
USSR	13,860	2.4
Laos	13,508	2.3
China	13,421	2.3

TABLE 4

Most Common Countries of Origin for Students Served in EIEA Programs 1991-92

Country	Total Students	Percentage
Mexico	261,664	38.2%
Vietnam	36,629	5.4
Dominican Republic	28,242	4.1
El Salvador	27,560	4.0
USSR	21,678	3.2
Philippines	20,446	3.0
China	15,656	2.3
Haiti	15,456	2.3
Korea	15,190	2.2
Guatemala	14,057	2.1

IV. EIEA PROGRAM GRANT ALLOCATIONS, 1984-1992

Current legislation authorizes funding for the EIEA program through 1993. As shown in Table 5 below, the amount of Congressional appropriations has remained relatively constant at approximately $29-$30 million annually. The number of immigrant students served by the program, however, has been increasing since the legislation was enacted in 1984, with the number of EIEA students during 1991-92 (687,334) almost twice the number for 1984-85 (348,287). These two factors have resulted in a smaller per-pupil allocation for each successive program year. The per student allocation has steadily decreased from $86 for the 1984-85 school year to $43 for the 1991-92 school year.

TABLE 5

EIEA Grant Allocations, 1984-92

School Year	Appropriation (millions of dollars)	Number of EIEA Students	Per Student Allocation (dollars)
1984-85	$30.0	348,287	$86
1985-86	30.0	422,549	71
1986-87	28.7	436,612	66
1987-88	30.0	428,688	70
1988-89	28.7	427,870	67
1989-90	29.6	478,172	62
1990-91	30.1	616,604*	49
1991-92	29.3	687,334*	43

* Differences in numbers of students reported here and total EIEA participants reported in Tables 1 and 2 reflect enrollment fluctuations from the time of the initial child count to the end of a project period.

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V. EIEA PROGRAM EXPENDITURES IN 1990-91 AND 1991-92

In the 1990-91 school year, 32 states and one U.S. territory reported expenditures in the amount of $28,584,109. Thirty-five states and two U.S. territories reported expenditures in the amount of $27,003,627 for the 1991-92 school year. The reported number of EIEA students rose by approximately 70,000 during this period.

A 1991 GAO review of school districts funded under EIEA in the 1989-90 school year concluded that most EIEA funds (80 percent) were used to support academic instructional programs. The remaining amount was used for administrative costs (five percent), student testing and career counseling (four percent), parental involvement (four percent), and miscellaneous expenses (seven percent). Similarly, SEA-reported expenditures during 1988-1990 indicated that 81 percent of the total EIEA grant budget was spent on supplementary educational services, 13 percent on additional basic instructional services, four percent on inservice training for personnel, and one percent for administrative costs.

Recently reported program expenditures for the 1990-91 and 1991-92 school year show a similar pattern[2]. Over this two-year period, almost 80 percent of total EIEA funds were used for supplementary educational services, 16 percent for additional basic instructional services, four percent for inservice training for personnel and two percent for administrative costs. Figure 1 illustrates the relative percentages of these expenditures for the 1990-91 and 1991-92 reporting periods.

Table 6 presents a more detailed breakdown of EIEA program expenditures by category for 1990-91 and 1991-92. In 1990-91, $22,742,438 of total EIEA funds ($28,504,109) were used for supplementary educational services, such as English language instruction (44.2 percent), other bilingual education (24.4 percent), and special materials and supplies (7.6 percent). Additional basic instructional services comprised another 15.6 percent ($4,467,088) of the total EIEA funds, and consisted of money for classroom supplies (7.8 percent), overhead costs (3.3 percent), transportation (1.3 percent), construction (1.2 percent), acquisition/rental of space (less than one percent), and other services (1.2 percent). Inservice training for personnel accounted for 3.3 percent ($946,475), and administrative costs were 1.5 percent ($428,107) of the total allotment of EIEA funds.

Although there was some variation, 1991-92 EIEA budget categories and distributions remained very similar to the 1990-91 school year. The total expenditures for the 1991-92 school year were $27,003,627, representing a 5.5 percent ($1,580,482) decrease from the previous year.

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[2] The program expenditure categories used in this report are those listed in the Emergency Immigrant Education Act and reported by state education agencies. Explicit definitions of these categories were not provided.

Figure 2 illustrates the relative size of the expenditures for four supplementary educational services categories in 1990-91 and 1991-92. While there was some variation among states, SEAs reported spending more for English language instruction than for any other item. Two states and one U.S. territory (Colorado, Montana, and Puerto Rico) spent over 90 percent of their total EIEA funds for 1990-91 and 1991-92 in this category.

Very few states reported spending a substantial proportion of their EIEA budget on "other bilingual education" services. One exception was the state of Minnesota. In both school years, over one-half of their EIEA grant was spent within this category (56.2 percent in 1990-91 and 59.2 percent in 1991-92). New York spent over 40 percent in this category during each of these two years. In contrast, seven states and one U.S. territory (Colorado, Georgia, Maryland, Oklahoma, Pennsylvania, Rhode Island, Wisconsin, and Puerto Rico) did not use any EIEA monies for "other bilingual education" in either 1990-91 or 1991-92.

FIGURE 1

Major EIEA Expenditure Categories 1990-91 and 1991-92

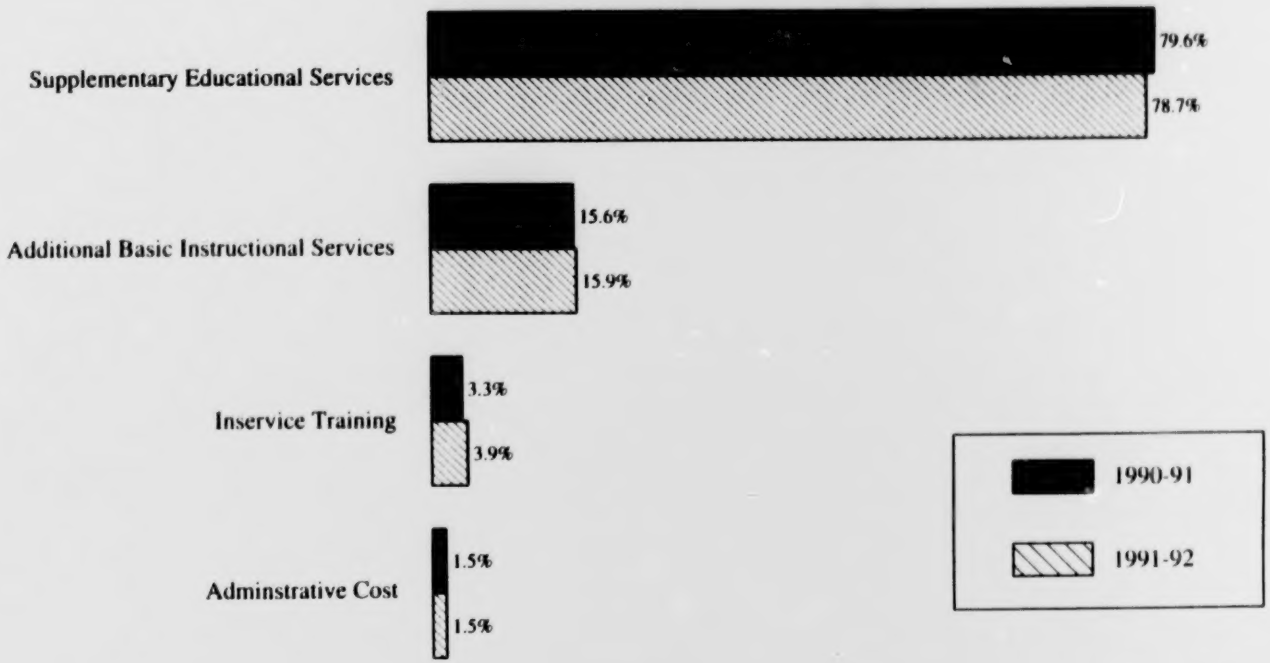


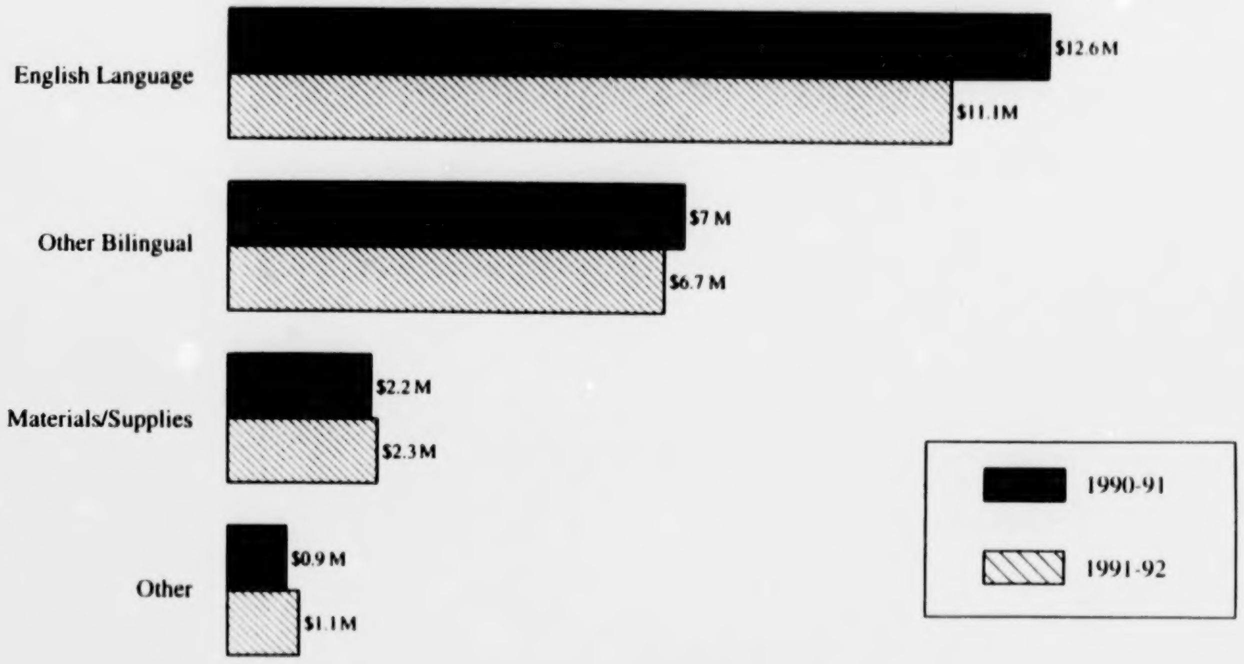
TABLE 6

EIEA Expenditures by Category

Expenditure Category	1990-91 Dollars	1990-91 Percentage	1991-92 Dollars	1991-92 Percentage
A. Supplementary Educational Services	**$22,742,438**	**79.6%**	**$21,249,621**	**78.7%**
1. English Language Instruction	12,647,040	44.2	11,139,461	41.3
2. Other Bilingual Education	6,984,710	24.4	6,693,301	24.8
3. Special Materials and Supplies	2,167,934	7.6	2,327,694	8.6
4. Other	942,754	3.3	1,089,165	4.0
B. Additional Basic Instructional Services	**4,467,088**	**15.6**	**4,299,219**	**15.9**
1. Classroom Supplies	2,235,471	7.8	2,327,358	8.6
2. Overhead Costs	945,897	3.3	843,568	3.1
3. Construction	343,245	1.2	211,224	0.8
4. Acquisition/Rental of Space	214,701	0.8	105,388	0.4
5. Transportation	375,608	1.3	498,337	1.8
6. Other	352,167	1.2	313,344	1.2
C. Inservice Training for Personnel	**946,475**	**3.3**	**1,042,951**	**3.9**
D. Administrative Cost	**428,107**	**1.5**	**411,836**	**1.5**
E. Total	**$28,584,109**	**100.0%**	**$27,003,627**	**100.0%**

FIGURE 2

Expenditures for Supplementary Educational Services
1990-91 and 1991-92



VI. EIEA PROGRAM SERVICES AND EFFECTIVE PRACTICES

A. EIEA Program Services

The provision of effective academic instruction and support to immigrant children is a substantial challenge for school districts. Findings from a study of California public schools (Olsen, 1988), as well as other research, suggest that immigrant students perform below grade level on academic achievement tests, are more likely to have considered dropping out, and are less likely to continue their education beyond high school.

Many school districts do not have sufficient financial resources to support programs that will meet the various needs of immigrant students. Most of these students are limited English proficient, and speak Spanish or another non-English language at home. Although a number of studies have been carried out to describe instructional services provided to LEP students[3], very few studies have concentrated on services received by immigrant students specifically. The EIEA reports submitted to ED by the States provide very limited information on this issue. Data are reported on the amount of EIEA funds used for "English Language Instruction" and "Other Bilingual Education." English language instruction usually means instruction in English language arts (reading, writing, speaking). Bilingual education typically refers to instruction using two languages (English and the student's native language). However, there is no universal agreement on what these labels mean and a program labelled "English as a Second Language" (ESL) may contain more native language support than some bilingual education programs. The reporting form used by the SEAs does not define these terms, and, although an examination of program expenditures provides a broad view of the services supported by EIEA funds, the exact nature of the services received by immigrant students is unclear.

Two studies -- the 1991 GAO study and the 1993 EIEA evaluation by the COSMOS Corporation -- provide more specific information on immigrant education program practices. The GAO study, based on a survey of 529 school districts that received EIEA program funds during 1989-90, reported that approximately 91 percent of the EIEA-supported districts provided English language instruction with EIEA funds. Of 334 districts surveyed, 63 percent used EIEA funds for bilingual education. Another 79 (15 percent) offered bilingual education without EIEA funding.

EIEA funds, according to the GAO, supported four types of service structures: in-class, pull-out, after-school, weekend, and summer programs. Almost one-third (30 percent) of the school districts surveyed used EIEA funds for in-class programs; 25 percent provided both in-class and pull-out services; and 17 percent provided pull-out programs exclusively. Three percent provided only after school or weekend programs and two percent provided only summer programs. The remaining 23 percent used some combination of the four instructional service types.

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[3] Most recently, Fleischman and Hopstock. (1993). *Descriptive Study of Services to Limited English Proficient Students (Volume 1: Summary of Findings and Conclusions).*; Special Issues Analysis Center. (1993). *Literature Review of Federally Funded Studies Related to LEP Students (Final Analytic Report).*

The COSMOS Corporation (1993), as part of an evaluation of the Emergency Immigrant Education and Refugee Education programs, examined practices for serving immigrant and refugee students in 15 school districts considered to have effective programs. The most frequent instructional practices were bilingual instruction (offered in 53 percent of the districts) and modified, individually tailored, educational programs (offered in 40 percent of the districts). Additional practices within the case study districts included intensive English language instruction (27 percent of the districts), bilingual tutoring (20 percent), native language immersion (13 percent), and mainstreaming with bilingual support (13 percent). About one-half (47 percent) of the districts provided staff development training.

Noninstructional services, such as parental outreach (offered in 67 percent of the districts), student identification, assessment, and tracking (33 percent), structured support services (27 percent), bilingual counseling (7 percent), cultural enrichment (7 percent), and gang intervention and prevention (7 percent), were also stressed.

While the EIEA program provides some assistance, the level of funding is not always sufficient to cover the full cost of services. As stated previously in this report, annual appropriations for the EIEA program have remained fairly constant at approximately $29 - $30 million since the program was implemented ten years ago. In contrast, the number of EIEA program participants has risen to almost twice the 1984 figure. One of the effects of this for school districts is that they must employ a variety of strategies to meet the needs of their students. Many districts draw upon a combination of federal, state, and local funding sources to implement programs.

The U.S. General Accounting Office (1991) estimated that as many as 66% of EIEA students are served under other federal programs. The COSMOS evaluation (1993) had similar findings -- students who participated in EIEA-funded services also benefitted from Chapter 1, Title VII, and free or reduced-price lunch programs. Table 7 shows the GAO-estimated range of EIEA students who are served by additional federal programs.

Often, schools implement programs that target students with similar educational needs, e.g., limited English proficiency, rather than programs for just immigrant students. While almost one-half (48 percent) of the school districts surveyed by the U.S. General Accounting Office used EIEA funds to serve only EIEA students, both EIEA and non-EIEA students participated in EIEA-funded instructional programs in some school districts. Thirty-nine percent of the EIEA-funded districts served both immigrant and non-immigrant LEP students and 13 percent used EIEA funds to provide services that benefit all students in the district.

State and local resources may also contribute to a district's overall program. In fact, results from a number of studies (e.g., COSMOS Corporation, 1993; Puma, 1993) suggest that more immigrant and/or LEP students are served through state or local monies than by federally-funded programs such as the EIEA.

TABLE 7

EIEA Students Participating in Other Federal Education Programs*

(Source: U.S. General Accounting Office, 1991)

	Estimated Range of EIEA Student served	
Program	Number	Percentage
State Legalization Impact Assistance Grant Program	53,000 - 59,000	9 - 10%
Chapter 1 Program for Migrant Children	87,000 - 137,000	15 - 24
Title VII Bilingual Education Programs	105,000 - 174,000	19 - 31
Transition Program for Refugee Children**	126,000 - 185,000	22 - 33
Chapter 1 Program for Educationally Disadvantaged	280,000 - 370,000	50 - 66

* These figures represent estimates of school district officials based on the 564,000 EIEA students served in 1989-90.

** The TPRC was authorized by the Refugee Act of 1980. Until 1989-90, the program provided supplementary educational services to eligible refugee students.

B. Effective Program Practices for Immigrant Students

As part of the 1991 GAO survey, school districts receiving EIEA funds in 1989-90 identified three critical areas of need related to the education of EIEA students. English language instruction was identified as an important need by 64 percent of the districts surveyed, academic instruction in the native languages of EIEA students was reported by 33 percent, and basic academic skills remediation was reported by 13 percent. Additional educational needs noted by district officials were academic tutoring and evaluation or placement testing. At least 30 percent of the districts surveyed also identified social needs such as acculturation, orientation into school and classroom behavioral expectations, and health treatment and screening. The 1993 COSMOS evaluation noted similar instructional and noninstructional needs for immigrant students.

Exactly how to meet these critical educational and social needs has been the subject of much research. Some of the more recent research literature on effective practices for limited English proficient, immigrant, and refugee populations (e.g., Chang, 1990; COSMOS Corporation, 1993; National Coalition of Advocates for Students, 1988; Special Issues Analysis Center; 1993) suggests that the following components contribute to a successful experience for these students:

Clear entrance and exit criteria and procedures. The existence of accurate and reliable identification and assessment procedures is critical to the appropriate placement of immigrant students in special services designed to meet their needs. Moreover, the information that is obtained can be used to generate comparative student profiles for planning purposes. Findings from the research have identified a variety of selection and assessment procedures that districts employ, such as home language surveys, oral English proficiency tests, standardized academic achievement tests, and student interviews. Measures of native language proficiency are also used in some school districts, particularly when there were large numbers of immigrant students from one language group.

Once a student has been placed in special services, continuous monitoring of their progress is necessary to ensure that individual objectives have been met. Some of the EIEA-funded districts have implemented a structured process of following student performance. For example, the district coordinator in one school district tracks each immigrant student from the time s/he enters the school district by reviewing progress reports every six weeks. Students may be referred for additional special services or for reclassification based on the results of the review.

As with the initial selection and assessment process, exit criteria include a range of measurements, such as standarized test scores, class grades, and teacher judgments. Parents or guardians are also frequently involved in the decision to exit a student from special services.

Flexible, individualized programs. To assist immigrant students in the transition to U.S. school culture, and to accommodate individual differences, some school districts have developed modified educational programs that incorporate English language instruction, reading skills development, counseling and health services. One of the fundamental strategies of such programs is flexibility in scheduling and placement. For example, grade level may be established by a combination of factors, including the student's age, educational background, and scores on standardized tests.

Flexible programs are more likely to employ innovative techniques, such as cooperative learning or whole language approaches. Classes are frequently longer, with students given needed time in special services through after school and summer school programs. For immigrant students, these programs offer a chance to become acquainted with U.S. school culture and an opportunity to work one-on-one with teachers to improve their academic skills. Many offer services that are not available during the regular school day, such as native language instruction.

English Language Development. The cornerstone of most programs for immigrant students is English language instruction, whether taught through English-only language arts classes or in combination with native language instruction. As noted, respondents to the GAO Study (1991) found English language instruction to be the most important need of EIEA students and intensive English language instruction was a feature of four (27 percent) of the school districts surveyed by the COSMOS Corporation. Some districts follow the High Intensity Language Training Model, offering 20 hours of English language instruction each week, along with classes in math and physical education. Other districts emphasize English language literacy while providing bilingual instruction for content areas.

Native language instruction/support. The use of the student's native language has been identified as an attribute of effective instruction. Native language support, rather than impeding a student's progress in English, can assist in both English language and academic development. Respondents to the GAO survey, when asked about which instructional approach was the most effective in teaching language acquisition, ranked transitional bilingual education first, followed by maintenance bilingual instruction. All English instruction with ESL or native language support was ranked third.

Similarly, the COSMOS Corporation found bilingual instruction to be a key instructional component among effective programs with 10 (approximately 67 percent) of the school districts surveyed offering bilingual instruction and/or tutoring. Two other sites had native-language immersion programs designed to teach academic skills.

Culturally relevant curriculum. The extent to which the cultural heritage of the students in incorporated into the classroom has also been associated with effective programs and a number of school districts provide multicultural education services exclusively. These schools support the use of the students' language and culture as important resources and cultural and linguistic diversity are recognized as assets rather than liabilities. One exemplary program surveyed by the COSMOS Corporation (1991), assists students in developing careers in translation, interpretation, or other careers where a second language is necessary.

Even districts without a multicultural approach may incorporate cultural enrichment activities, including multicultural festivals, staff workshops, or school newsletters focused on multicultural issues. Multicultural understanding is promoted in some schools through the distribution of short descriptions of the various cultures represented by the immigrant population.

Highly trained and committed bilingual/bicultural staff. The research notes that teacher training varies widely and teachers who work with immigrant students may or may not have formal training or experience in ESL, bilingual education, or a related area (SIAC, 1993). Some districts compensate for this diversity by implementing their own criteria for staff training. Within a number of school districts, staff who work with immigrant students are encouraged to attend training in multicultural education issues by offering paid release time or other incentives. Seminar or course topics include principles of second language acquisition, ESL and bilingual education instructional techniques, student needs assessment, legislative issues that affect immigrant students, and issues of crosscultural communication and counseling.

Linkages between school and parents/community. Another significant feature within many districts is parental and community outreach activities. Promoting parental involvement and community support can facilitate learning by bridging the gap between the home and school culture. Often, parents and the wider school community are reluctant to actively take part in their child's education because they do not know how to participate or do not feel that it is "their place" to do so.

Some of the ways in which community and parent involvement are fostered are through social gatherings held at the school, bilingual meetings that provide immigrant families with specific information about community resources, and adult English language or basic skills classes. Researchers (e.g. COSMOS, 1993; SIAC, 1993) have noted that staff who speak the native languages of their students can serve as a valuable link between the school and the community.

Coordination between mainstream and special services. The coordination of services between mainstream and special classes has important implications for the quality of the instruction that is provided to immigrant students. Fragmented services may have a detrimental effect on immigrant students who need more time to understand and to assimilate ideas because of limited English proficiency and unfamiliarity with the U.S. educational system.

To increase the coherence of instruction, some districts receiving EIEA funds have instituted a program of integrated mainstreaming. In these districts, instruction that has been modified to accommodate the special needs of immigrant students is combined with mainstream classes. Key components of the integrated mainstreaming approach are bilingual support and teacher collaboration.

High expectations for students. Another important feature of effective schools is the high expectations that they have for student achievement. One EIEA-funded school, for example, displayed a portfolio of student achievements in a central location of the school building. Public recognition of the accomplishments of immigrant students sends a positive message to both staff and students. The proceedings of a conference sponsored by the National Center for Research on Cultural Diversity and Second Language Learning (Minicucci and Olsen, eds., 1993) indicated that schools can also show high expectations for their immigrant students by challenging students in class and providing career guidance that does not automatically place immigrant students in vocational programs, but rather encourages them to pursue an education beyond high school.

Support services. To fully participate in academic instruction, immigrant students need additional assistance. A variety of academic support services were available to immigrant students in EIEA-funded districts, including bilingual counseling, computer-assisted instruction, resource centers, and book mobiles. Counseling services frequently combine assistance in academic scheduling and placement with advocacy for students. Resource centers and book mobiles typically offer bilingual or native language materials.

Computer-assisted instruction is a feature of a number of programs for students with limited English proficiency. In one district, immigrant families are first trained in the use of several software programs and then allowed to borrow a computer for six weeks to reinforce skills learned in the classroom and to encourage families to practice English. Other sites have used math and reading software programs to improve their students' academic performance in these areas.

Several school districts also provide nonacademic support, such as translation services, health screening or clothing banks, to the families of immigrant students. A job training and placement program at one site has been especially successful with immigrant and refugee students who are at risk of school failure and one site has initiated a gang intervention and prevention program for these students.

Program planning and evaluation. Strategic planning is one way to ensure that students receive a coherent and comprehensive range of services. Yet, many school districts do not incorporate a long-term planning process into their budget. Four school districts (27 percent) surveyed had implemented such planning efforts. One school district, for example, now offers a five year ESL program for its secondary students to give them the time needed to learn English and to fulfill their graduation requirements. Strategic planning at another district resulted in the creation of an office for multicultural program development and service delivery.

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To improve the overall program of services provided to immigrant students, effective planning efforts typically incorporate a formal evaluation process. In many cases, a review of the program's goals and objectives is conducted annually and involves administrative and teaching staff, parents, and students. Districts may also establish less formal evaluations of specific aspects of their programs, e.g., teacher judgements that the dropout and failure rates for students have been reduced. However, informal efforts tend to provide less useful information and are less likely to lead to program changes.

The effective practices presented here represent some of the main variables described in the research that was reviewed. It is important to note that these are not the only factors that contribute to a successful program nor do they necessarily work with every student. Since there is considerable diversity within the immigrant population in terms of their language, culture, educational background and other characteristics, no one set of practices can meet all of their needs.

VII. SUMMARY

The EIEA program, administered by the Office of Bilingual Education and Minority Languages Affairs, provided funding to 32 states and one territory for 1990-91 and 35 states and two territories for 1991-92. Five states accounted for over 75 percent of the total number of EIEA program participants in each of these school years. While over one-half of EIEA participants were from Mexico and other Spanish-language speaking countries, many were from Asian countries such as Vietnam, the Philippines, Korea, and China.

The EIEA program mandate broadly stipulates that services be provided to meet the needs of immigrant children. Although the Act describes the main areas for which EIEA program funds may be used, the EIEA program provides school districts with the flexibility to decide on the appropriate services to implement for immigrant children.

The number of students served by the EIEA program has risen dramatically since the Emergency Immigrant Education Act was first authorized. State-reported student counts indicate that the number of EIEA program participants increased by approximately 100,000 between 1991 and 1992 alone and has almost doubled since the 1984-85 school year. However, escalations in the numbers of EIEA program participants have not been matched by increases in federal program funding. Thus, the amount of funding a school district receives for each eligible immigrant student is one-half the amount provided ten years ago.

Nevertheless, districts support a range of instructional and noninstructional program practices for immigrant students by using a combination of federal, state, and local sources of funding. State expenditures showed little variation between the 1990-91 and 1991-92 school years. School districts continued to spend a large share of their EIEA funds on the categories of English language instruction and other bilingual education services. The specific nature of these services, however, is not collected as part of the EIEA reporting form. States reported spending only a small proportion of EIEA funds on inservice personnel training and on classroom materials and supplies associated with the education of immigrant students. Some of the more effective practices offered within EIEA-funded districts and used in serving immigrant students, as derived from the literature, include formal program planning and evaluation, clear selection and reclassification procedures, individualized programs that make appropriate use of the native language and culture, staff development activities, and adequate academic and non-academic support.

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APPENDICES

APPENDIX A:

Emergency Immigrant Education Act (PL 100-297)

"Subpart 3—General Provisions

20 USC 3111 "SEC. 4331. ADMINISTRATIVE PROVISIONS.

"(a) GENERAL RULE.—Payments under this part may be made in installments, in advance, or by way of reimbursement, with necessary adjustments on account of underpayment or overpayment.

"(b) AUDIT RULE.—The Comptroller General of the United States or any of the Comptroller General's duly authorized representatives shall have access for the purpose of audit and examination to any books, documents, papers, and records that are pertinent to any grant under this part.

20 USC 3112 "SEC. 4332. AUTHORIZATION OF APPROPRIATIONS.

"(a) AUTHORIZATION FOR SUBPART 1.—There are authorized to be appropriated to carry out the provisions of subpart 1 of this part $3,000,000 for fiscal year 1989 and such sums as may be necessary for each of the fiscal years 1990 through 1993.

"(b) AUTHORIZATION FOR SUBPART 2.—(1) There are authorized to be appropriated to carry out the provisions of subpart 2 of this part $2,000,000 for fiscal year 1989 and such sums as may be necessary for each of the fiscal years 1990 through 1993.

"(2) No funds may be appropriated pursuant to paragraph (1) for the fiscal year 1989 unless amounts appropriated pursuant to subsection (a) for such fiscal year total not less than $2,500,000. In each of the fiscal years 1990 through 1993, no funds may be appropriated pursuant to paragraph (1) unless sufficient amounts are appropriated pursuant to subsection (a) for the fiscal year to carry out activities under subpart 1 of this part at the level established during the fiscal year 1989.

"PART D—IMMIGRANT EDUCATION

Emergency Immigrant Education Act of 1984.
20 USC 3121.

"SEC. 4401. SHORT TITLE.

"This part may be cited as the 'Emergency Immigrant Education Act of 1984'.

20 USC 3122. "SEC. 4402. DEFINITIONS.

"As used in this part—

"(1) The term 'immigrant children' means children who were not born in any State and who have been attending schools in any 1 or more States for less than 3 complete academic years.

"(2) The term 'elementary or secondary nonpublic schools' means schools which comply with the applicable compulsory attendance laws of the State and which are exempt from taxation under section 501(c)(3) of the Internal Revenue Code of 1954.

20 USC 3123. "SEC. 4403. AUTHORIZATIONS AND ALLOCATION OF APPROPRIATIONS.

"(a) AUTHORIZATIONS OF APPROPRIATIONS.—There are authorized to be appropriated to make payments to which State educational agencies are entitled under this part and payments for administration under section 4404 $30,000,000 for the fiscal year 1985, $40,000,000 for each of the fiscal years 1986, 1987, 1988, and 1989, and such sums as may be necessary for each of the fiscal years 1990, 1991, 1992, and 1993.

"(b) ALLOCATION OF APPROPRIATIONS.—(1) If the sums appropriated for any fiscal year to make payments to States under this part are

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not sufficient to pay in full the sum of the amounts which State educational agencies are entitled to receive under this part for such year, the allocations to State educational agencies shall be ratably reduced to the extent necessary to bring the aggregate of such allocations within the limits of the amounts so appropriated.

"(2) In the event that funds become available for making payments under this part for any period after allocations have been made under paragraph (1) of this subsection for such period, the amounts reduced under such paragraph shall be increased on the same basis as they were reduced.

"SEC. 4404. STATE ADMINISTRATIVE COSTS. 20 USC 3124.

"The Secretary is authorized to pay to each State educational agency amounts equal to the amounts expended by it for the proper and efficient administration of its functions under this part, except that the total of such payments for any period shall not exceed 1.5 per centum of the amounts which that State educational agency is entitled to receive for that period under this part.

"SEC. 4405. WITHHOLDING. 20 USC 3125.

"Whenever the Secretary, after reasonable notice and opportunity for a hearing to any State educational agency, finds that there is a failure to meet the requirements of any provision of this part, the Secretary shall notify that agency that further payments will not be made to the agency under this part, or in the discretion of the Secretary, that the State educational agency shall not make further payments under this part to specified local educational agencies whose actions cause or are involved in such failure until the Secretary is satisfied that there is no longer any such failure to comply. Until the Secretary is so satisfied, no further payments shall be made to the State educational agency under this part, or payments by the State educational agency under this part shall be limited to local educational agencies whose actions did not cause or were not involved in the failure, as the case may be.

"SEC. 4406. STATE ENTITLEMENTS. 20 USC 3126.

"(a) PAYMENTS.—The Secretary shall, in accordance with the provisions of this section, make payments to State educational agencies for each of the fiscal years 1985 through 1993 for the purpose set forth in section 4407.

"(b) ENTITLEMENTS.—(1) Except as provided in paragraph (3) and in subsections (c) and (d) of this section, the amount of the grant to which a State educational agency is entitled under this part shall be equal to the product of (A) the number of immigrant children enrolled during such fiscal year in elementary and secondary public schools under the jurisdiction of each local educational agency described under paragraph (2) within that State, and in any elementary or secondary nonpublic school within the district served by each such local educational agency, multiplied by (B) $500.

"(2) The local educational agencies referred to in paragraph (1) are those local educational agencies in which the sum of the number of immigrant children who are enrolled in elementary or secondary public schools under the jurisdiction of such agencies, and in elementary or secondary nonpublic schools within the districts served by such agencies, during the fiscal year for which the payments are to be made under this part, is equal to—

"(A) at least 500; or

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"(B) at least 3 percent of the total number of students enrolled in such public or nonpublic schools during such fiscal year;

whichever number is less.

"(3)(A) The amount of the grant of any State educational agency for any fiscal year as determined under paragraph (1) shall be reduced by the amounts made available for such fiscal year under any other Federal law for expenditure within the State for the same purpose as those for which funds are available under this part, but such reduction shall be made only to the extent that (i) such amounts are made available for such purpose specifically because of the refugee, parollee, asylee, or other immigrant status of the individuals served by such funds, and (ii) such amounts are made available to provide assistance to individuals eligible for services under this part.

"(B) No reduction of a grant under this part shall be made under subparagraph (A) for any fiscal year if a reduction is made, pursuant to a comparable provision in any such other Federal law, in the amount made available for expenditure in the State for such fiscal year under such other Federal law, based on the amount assumed to be available under this part.

"(c) Determinations of Number of Children.—(1) Determinations by the Secretary under this section for any period with respect to the number of immigrant children shall be made on the basis of data or estimates provided to the Secretary by each State educational agency in accordance with criteria established by the Secretary, unless the Secretary determines, after notice and opportunity for a hearing to the affected State educational agency, that such data or estimates are clearly erroneous.

"(2) No such determination with respect to the number of immigrant children shall operate because of an underestimate or overestimate to deprive any State educational agency of its entitlement to any payment (or the amount thereof) under this section to which such agency would be entitled had such determination been made on the basis of accurate data.

"(d) Reallocation.—Whenever the Secretary determines that any amount of a payment made to a State under this part for a fiscal year will not be used by such State for carrying out the purpose for which the payment was made, the Secretary shall make such amount available for carrying out such purpose to 1 or more other States to the extent the Secretary determines that such other States will be able to use such additional amount for carrying out such purpose. Any amount made available to a State from an appropriation for a fiscal year in accordance with the preceding sentence shall, for purposes of this part, be regarded as part of such State's payment (as determined under subsection (b)) for such year, but shall remain available until the end of the succeeding fiscal year.

20 USC 3127.

"SEC. 4407. USES OF FUNDS.

"(a) Supplementary Educational Services and Costs.—Payments made under this part to any State may be used in accordance with applications approved under section 4408 for supplementary educational services and costs, as described under subsection (b) of this section, for immigrant children enrolled in the elementary and secondary public schools under the jurisdiction of the local educational agencies of the State described in section 4406(b)(2) and in

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elementary and secondary nonpublic schools of that State within the districts served by such agencies.

"(b) Kinds of Services and Costs.—Financial assistance provided under this part shall be available to meet the costs of providing immigrant children supplementary educational services, including but not limited to—

"(1) supplementary educational services necessary to enable those children to achieve a satisfactory level of performance, including—

"(A) English language instruction;

"(B) other bilingual educational services; and

"(C) special materials and supplies;

"(2) additional basic instructional services which are directly attributable to the presence in the school district of immigrant children, including the costs of providing additional classroom supplies, overhead costs, costs of construction, acquisition or rental of space, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services; and

"(3) essential inservice training for personnel who will be providing instruction described in either paragraph (1) or (2) of this subsection.

"SEC. 4408. APPLICATIONS. 20 USC 3128.

"(a) Submission.—No State educational agency shall be entitled to any payment under this part for any period unless that agency submits an application to the Secretary at such time, in such manner, and containing or accompanied by such information, as the Secretary may reasonably require. Each such application shall—

"(1) provide that the educational programs, services, and activities for which payments under this part are made will be administered by or under the supervision of the agency;

"(2) provide assurances that payments under this part will be used for purposes set forth in section 4407;

"(3) provide assurances that such payments will be distributed among local educational agencies within that State on the basis of the number of children counted with respect to such local educational agency under section 4406(b)(1), adjusted to reflect any reductions imposed pursuant to section 4406(b)(3) which are attributable to such local educational agency;

"(4) provide assurances that the State educational agency will not finally disapprove in whole or in part any application for funds received under this part without first affording the local educational agency submitting an application for such funds reasonable notice and opportunity for a hearing;

"(5) provide for making such reports as the Secretary may reasonably require to perform the functions under this part; and Reports.

"(6) provide assurances—

"(A) that to the extent consistent with the number of immigrant children enrolled in the elementary or secondary nonpublic schools within the district served by a local educational agency, such agency, after consultation with appropriate officials of such schools, shall provide for the benefit of these children secular, neutral, and nonideological services, materials, and equipment necessary for the education of such children;

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"(B) that the control of funds provided under this part and title to any materials, equipment, and property repaired, remodeled, or constructed with those funds shall be in a public agency for the uses and purposes provided in this part, and a public agency shall administer such funds and property; and

Contracts

"(C) that the provision of services pursuant to this paragraph shall be provided by employees of a public agency or through contract by such public agency with a person, association, agency, or corporation who or which, in the provision of such services, is independent of such elementary or secondary nonpublic school and of any religious organization; and such employment or contract shall be under the control and supervision of such public agency, and the funds provided under this paragraph shall not be commingled with State or local funds.

"(b) Approval of Application.—The Secretary shall approve an application which meets the requirements of subsection (a). The Secretary shall not finally disapprove an application of a State educational agency except after reasonable notice and opportunity for a hearing on the record to such agency.

20 USC 3129.

"SEC. 4409. PAYMENTS.

"(a) Amount.—Except as provided in section 4403(b), the Secretary shall pay to each State educational agency having an application approved under section 4408 the amount which that State is entitled to receive under this part.

"(b) Services to Children Enrolled in Nonpublic Schools.—If by reason of any provision of law a local educational agency is prohibited from providing educational services for children enrolled in elementary and secondary nonpublic schools, as required by section 4408(a)(6), or if the Secretary determines that a local educational agency has substantially failed or is unwilling to provide for the participation on an equitable basis of children enrolled in such schools, the Secretary may waive such requirement and shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of this part. Such waivers shall be subject to consultation, withholding, notice, and judicial review requirements in accordance with the provisions of chapter 1 of title I.

20 USC 3130.

"SEC. 4410. REPORTS.

"(a) Biennial Report.—Each State educational agency receiving funds under this part shall submit, biennially, a report to the Secretary concerning the expenditure of funds by local educational agencies under this part. Each local educational agency receiving funds under this part shall submit to the State educational agency such information as may be necessary for such report.

"(b) Report to Congress.—The Secretary shall submit biannually a report to the appropriate committees of the Congress concerning programs under this part.

"PART E—TERRITORIAL ASSISTANCE

20 USC 3141.

"SEC. 4501. GENERAL ASSISTANCE FOR THE VIRGIN ISLANDS.

Appropriation authorization.

"There are authorized to be appropriated $5,000,000 for the fiscal year 1989 and for each of the 4 subsequent fiscal years, for the

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APPENDIX B:

State Reporting Form (ED T85-LP)

OMB No. 1885-0513
Expiration: 06/30/96

U.S. DEPARTMENT OF EDUCATION
Office of Bilingual Education and Minority Languages Affairs

Emergency Immigrant Education Program

Public reporting burden for this collection of information is estimated to average 5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1885 - 0513 Washington, D.C. 20503.

Biennial Report

Instruction: The Biennial Report Form has two parts. Part A is the Student National Origin Report Form and Part B is the LEA Expenditure Report Form. These two forms are to be used by the LEAs to report to the SEAs and by SEAs to report to the Secretary of Education. In Part A, you list under column (1) the national origin (country of birth) of immigrant child served under the Emergency Immigrant Education Program. In column (2) you indicate the number of immigrant children who are of the same national origin.

Since the Biennial Report covers two years, the SEA is required to submit to the Secretary an annual report consisting of one Part A report form and one Part B report form for 1990-1991 grant period and one Part a report form and one Part B report form for 1991-1992 grant period.

Part A - Student National Origin Report

National Origin of Immigrant Children (1)	Number of Immigrant Children (2)

ED 166-L

National Origin of Immigrant Children	Number of Immigrant Children

EMERGENCY IMMIGRANT EDUCATION PROGRAM

PART B LEA EXPENDITURE REPORT

Report the expenditures listed below. Refer to the definitions found in Part D, Section 4407 of Public Law 100-297.

A.	Supplemental Educational Services	Expenditures	
(1)	English language instruction	$ ______	
(2)	Other bilingual education	$ ______	
(3)	Special Materials and Supplies	$ ______	
(4)	Other	$ ______	
	Subtotal A		$ ______
B.	Additional Basic Instructional Services		
(1)	Classroom supplies	$ ______	
(2)	Overhead costs	$ ______	
(3)	Construction	$ ______	
(4)	Acquisition or Rental of Space	$ ______	
(5)	Transportation	$ ______	
(6)	Other	$ ______	
	Subtotal B		$ ______
C.	Inservice Training for personnel	$ ______	
	Subtotal C		$ ______

Items D and E are for SEA use only

D.	**Administrative Cost** (not to exceed 1.5% of grant)	$ ______	
	Subtotal D		$ ______
E.	**Total (Add all subtotals)**		$ ______

ED '95 .P

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APPENDIX C:

EIEA Participants by Country of Origin: 1990-91 and 1991-92 School Years

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS

	1990-91		1991-92	
COUNTRY OF ORIGIN	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
MEXICO	207,984	35.3%	261,664	38.2%
VIETNAM	32,681	5.5	36,629	5.4
EL SALVADOR	26,658	4.5	27,560	4.0
DOMINICAN REPUBLIC	25,233	4.3	28,242	4.1
PHILIPPINES	18,481	3.1	20,446	3.0
NICARAGUA	14,800	2.5	10,522	1.5
KOREA	14,407	2.4	15,190	2.2
USSR	13,860	2.4	21,678	3.2
LAOS	13,508	2.3	11,899	1.7
CHINA	13,421	2.3	15,656	2.3
HAITI	13,189	2.2	15,456	2.3
GUATEMALA	12,094	2.1	14,057	2.1
CAMBODIA	10,988	1.9	9,896	1.4
JAMAICA	10,634	1.8	13,972	2.0
INDIA	9,045	1.5	9,800	1.4
COLOMBIA	8,231	1.4	8,796	1.3
TAIWAN	6,637	1.1	6,967	1.0
GUYANA	6,475	1.1	6,765	1.0
THAILAND	6,365	1.1	6,738	1.0
HONDURAS	6,139	1.0	6,684	1.0
HONG KONG	5,408	0.9	5,020	0.7
POLAND	5,253	0.9	6,294	0.9
CUBA	4,896	0.8	4,822	0.7
ECUADOR	4,870	0.8	5,066	0.7
PERU	4,823	0.8	5,250	0.8
IRAN	4,681	0.8	5,553	0.8
JAPAN	4,661	0.8	5,577	0.8
TRINIDAD	3,759	0.6	5,103	0.7
ISRAEL	3,626	0.6	4,289	0.6
ARMENIA	3,411	0.6	3,925	0.6
PAKISTAN	3,286	0.6	4,116	0.6
PORTUGAL	3,248	0.6	3,607	0.5

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS

COUNTRY OF ORIGIN	1990-91		1991-92	
	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
BRAZIL	3,081	0.5	3,476	0.5
ROMANIA	2,456	0.4	2,884	0.4
AFGHANISTAN	2,345	0.4	2,521	0.4
SPAIN	2,202	0.4	2,373	0.3
GERMANY	2,181	0.4	2,401	0.4
VENEZUELA	1,835	0.3	2,304	0.3
BOLIVIA	1,823	0.3	1,761	0.3
ENGLAND	1,763	0.3	1,858	0.3
ARGENTINA	1,698	0.3	1,986	0.3
CAPE VERDE	1,671	0.3	1,545	0.2
CANADA	1,627	0.3	2,325	0.3
PANAMA	1,584	0.3	1,775	0.3
ETHIOPIA	1,530	0.3	1,934	0.3
LEBANON	1,391	0.2	1,589	0.2
YUGOSLAVIA	1,242	0.2	1,417	0.2
COSTA RICA	1,231	0.2	1,326	0.2
GREECE	1,231	0.2	1,076	0.2
WEST INDIES	1,219	0.2	629	0.1
BANGLADESH	1,216	0.2	1,626	0.2
ITALY	1,156	0.2	1,187	0.2
CHILE	1,141	0.2	1,069	0.2
TONGA	1,125	0.2	892	0.1
INDONESIA	1,026	0.2	1,209	0.2
SOUTH KOREA	988	0.2	1,076	0.2
AZORES	964	0.2	1,018	0.1
BARBADOS	942	0.2	948	0.1
FRANCE	900	0.2	1,057	0.2
EGYPT	883	0.1	956	0.1
YEMEN	832	0.1	1,060	0.2
NIGERIA	743	0.1	926	0.1
JORDAN	712	0.1	884	0.1
SAUDI ARABIA	700	0.1	863	0.1

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS				
	1990-91		1991-92	
COUNTRY OF ORIGIN	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
BELIZE	652	0.1	806	0.1
GRENADA	563	0.1	580	0.1
MALAYSIA	540	0.1	797	0.1
SYRIA	487	0.1	573	0.1
BURMA	480	0.1	443	0.1
LIBERIA	465	0.1	705	0.1
GHANA	464	0.1	517	0.1
HUNGARY	463	0.1	542	0.1
KUWAIT	441	0.1	634	0.1
FIJI	435	0.1	606	0.1
TURKEY	428	0.1	538	0.1
SAMOA	419	0.1	411	0.1
IRELAND	395	0.1	300	<0.1
ANTIGUA	393	0.1	425	0.1
URUGUAY	385	0.1	371	0.1
BAHAMAS	377	0.1	781	0.1
CZECHOSLOVAKIA	330	0.1	321	<0.1
PARAGUAY	303	0.1	294	<0.1
SOUTH AFRICA	281	<0.1	658	0.1
IRAQ	271	<0.1	441	0.1
SWEDEN	255	<0.1	264	<0.1
AUSTRALIA	255	<0.1	303	<0.1
ST. VINCENT	246	<0.1	310	<0.1
SRI LANKA	229	<0.1	270	<0.1
PUERTO RICO	206	<0.1	216	<0.1
BULGARIA	202	<0.1	357	0.1
SUDAN	198	<0.1	214	<0.1
VIRGIN ISLANDS	198	<0.1	162	<0.1
ST.LUCIA	188	<0.1	229	<0.1
FINLAND	184	<0.1	138	<0.1
SIERRA LEONE	181	<0.1	244	<0.1
NETHERLANDS	161	<0.1	190	<0.1

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS				
	1990-91		1991-92	
COUNTRY OF ORIGIN	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
SINGAPORE	159	<0.1	100	<0.1
BELGIUM	147	<0.1	149	<0.1
UKRAINE	135	<0.1	313	<0.1
WESTERN SAMOA	133	<0.1	150	<0.1
DOMINICA	132	<0.1	234	<0.1
NORWAY	130	<0.1	178	<0.1
SAN SALVADOR	128	<0.1	85	<0.1
AUSTRIA	124	<0.1	115	<0.1
SURINAM	121	<0.1	124	<0.1
KENYA	120	<0.1	136	<0.1
SWITZERLAND	114	<0.1	125	<0.1
DENMARK	112	<0.1	111	<0.1
NEW ZEALAND	109	<0.1	97	<0.1
ANGOLA	107	<0.1	79	<0.1
ALBANIA	102	<0.1	126	<0.1
MACAO	95	<0.1	83	<0.1
PALESTINE	89	<0.1	97	<0.1
ZAIRE	89	<0.1	119	<0.1
MOROCCO	83	<0.1	90	<0.1
ZAMBIA	79	<0.1	89	<0.1
SOMALIA	77	<0.1	161	<0.1
CAMEROON	72	<0.1	33	<0.1
UNITED ARAB EMIRATES	68	<0.1	93	<0.1
LIBYA	67	<0.1	69	<0.1
ALGERIA	66	<0.1	60	<0.1
ST.KITS-NEVIS	65	<0.1	107	<0.1
NEPAL	64	<0.1	78	<0.1
TANZANIA	62	<0.1	56	<0.1
SENEGAL	61	<0.1	80	<0.1
LITHUANIA	53	<0.1	66	<0.1
BERMUDA	53	<0.1	52	<0.1
IVORY COAST	52	<0.1	161	<0.1

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS

	1990-91		1991-92	
COUNTRY OF ORIGIN	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
BELARUS	45	<0.1	68	<0.1
GAMBIA	44	<0.1	52	<0.1
ICELAND	38	<0.1	44	<0.1
CENTRAL AFRICAN REPUBLIC	35	<0.1	29	<0.1
BAHRAIN	33	<0.1	64	<0.1
UGANDA	29	<0.1	50	<0.1
CYPRUS	28	<0.1	34	<0.1
ERITREA	27	<0.1	12	<0.1
MOZAMBIQUE	26	<0.1	19	<0.1
NIGER	26	<0.1	20	<0.1
ARABIA	25	<0.1	24	<0.1
MONOCO	23	<0.1	19	<0.1
SCOTLAND	22	<0.1	20	<0.1
GUINEA	21	<0.1	38	<0.1
ESTONIA	20	<0.1	26	<0.1
MADAGASCAR	20	<0.1	22	<0.1
NETHERLANDS ANTILLES	18	<0.1	31	<0.1
FRENCH ANTILLES	18	<0.1	12	<0.1
ZIMBABWE	18	<0.1	24	<0.1
FRENCH GUIANA	18	<0.1	16	<0.1
QATAR	18	<0.1	11	<0.1
MALAWI	17	<0.1	32	<0.1
COMOROS	17	<0.1	73	<0.1
BRUNEI	16	<0.1	22	<0.1
MALTA	16	<0.1	17	<0.1
GUADELOUPE	16	<0.1	17	<0.1
CHAD	15	<0.1	17	<0.1
TURKS/CAICOS	15	<0.1	28	<0.1
ST. MARTIN	15	<0.1	12	<0.1
LESOTHO	15	<0.1	6	<0.1
DJIBOUTI	14	<0.1	6	<0.1

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS				
	1990-91		1991-92	
COUNTRY OF ORIGIN	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
TUNISIA	13	<0.1	33	<0.1
PAPUA NEW GUINEA	13	<0.1	13	<0.1
MARSHALL ISLANDS	13	<0.1	40	<0.1
BOTSWANA	12	<0.1	17	<0.1
TOGO	12	<0.1	19	<0.1
LATVIA	11	<0.1	16	<0.1
NEW GUINEA	9	<0.1	7	<0.1
BENIN	8	<0.1	13	<0.1
SEYCHELLES	8	<0.1	9	<0.1
SWAZILAND	6	<0.1	12	<0.1
MARTINIQUE	6	<0.1	0	–
SOLOMON ISLANDS	5	<0.1	7	<0.1
GUINEA BISSAU	5	<0.1	5	<0.1
TRUK-MOEN ISLAND	5	<0.1	4	<0.1
MALI	5	<0.1	19	<0.1
INDOCHINA	4	<0.1	0	–
WALES	4	<0.1	10	<0.1
MAURITIUS	4	<0.1	3	<0.1
EAST INDIES	4	<0.1	2	<0.1
NEW CALEDONIA	4	<0.1	1	<0.1
GUAM	4	<0.1	12	<0.1
RADAH	3	<0.1	0	–
CAYMAN ISLAND	3	<0.1	9	<0.1
RWANDA	3	<0.1	7	<0.1
LUXEMBOURG	3	<0.1	2	<0.1
COOK ISLANDS	3	<0.1	1	<0.1
NAMIBIA	3	<0.1	3	<0.1
BHUTAN	3	<0.1	20	<0.1
EASTERN SAMOA	3	<0.1	0	–
MONTSERRAT	3	<0.1	3	<0.1
PACIFIC ISLANDS	3	<0.1	0	–
SERBIA	2	<0.1	0	–

EIEA PARTICIPANTS BY COUNTRY
FOR THE 1990-91 AND 1991-92 SCHOOL YEARS

	1990-91		1991-92	
COUNTRY OF ORIGIN	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
GREENLAND	2	<0.1	2	<0.1
TRUST TERRITORIES	2	<0.1	2	<0.1
TOKELAU ISLAND	2	<0.1	2	<0.1
BURKINA FASO	2	<0.1	3	<0.1
CHRISTMAS ISLAND	2	<0.1	0	–
CURACAO	2	<0.1	2	<0.1
GABON	2	<0.1	4	<0.1
EQUATORIAL GUINEA	2	<0.1	10	<0.1
MICRONESIA	2	<0.1	901	0.1
OMAN	2	<0.1	6	<0.1
POLYNESIA	2	<0.1	2	<0.1
MARANHO	2	<0.1	2	<0.1
MACEDONIA	2	<0.1	3	<0.1
TIBET	2	<0.1	3	<0.1
MALAGASY	2	<0.1	4	<0.1
TEPIC NAVARET	1	<0.1	0	–
ST. ANDREWS	1	<0.1	1	<0.1
DUBAI UAE	1	<0.1	1	<0.1
EAST GERMANY	1	<0.1	0	–
MONGOLIA	1	<0.1	7	<0.1
MAURITANIA	1	<0.1	4	<0.1
LESSER ANTILLES	1	<0.1	1	<0.1
GUERNSEY ISLAND	1	<0.1	1	<0.1
BENGAL	1	<0.1	0	–
GAZA STRIP	1	<0.1	0	–
ICHRAN	1	<0.1	0	–
DAHOMEY	1	<0.1	1	<0.1
ANGUILLA	1	<0.1	0	–
ARUBA	1	<0.1	0	–
CLIPPERTON ISLAND	1	<0.1	16	<0.1
ANDORRA	1	<0.1	0	–
NORTH YEMEN	1	<0.1	0	–

EIEA PARTICIPANTS BY COUNTRY FOR THE 1990-91 AND 1991-92 SCHOOL YEARS

	1990-91		1991-92	
COUNTRY OF ORIGIN	TOTAL STUDENTS	PERCENTAGE	TOTAL STUDENTS	PERCENTAGE
OKINAWA	1	<0.1	1	<0.1
BURUNDI	1	<0.1	3	<0.1
BRITISH OCEAN TERRITORY	0	--	2	<0.1
UZBIKISTAN	0	--	4	<0.1
YAKIMA	0	--	2	<0.1
AZERBAIJAN	0	--	2	<0.1
ADEN	0	--	1	<0.1
ASSYRIA	0	--	54	<0.1
WEST BEKAA	0	--	1	<0.1
BELAU	0	--	2	<0.1
WESTERN SAHARA	0	--	1	<0.1
BASSAS DA INDIA	0	--	1	<0.1
NORTH KOREA	0	--	104	<0.1
OCEANA	0	--	1	<0.1
MYANMAR	0	--	1	<0.1
SAN MARINO	0	--	9	<0.1
SOUTH YEMEN	0	--	20	<0.1
SAIPAN	0	--	2	<0.1
CROATIA	0	--	3	<0.1
FRITANIA	0	--	1	<0.1
CONGO	0	--	3	<0.1
CORAL SEA ISLAND	0	--	19	<0.1
KURDISTAN	0	--	86	<0.1
MALDAVIA	0	--	3	<0.1
GIBRALTAR	0	--	1	<0.1
OTHER LATIN AMERICA	3,891	0.7	4,069	0.6
OTHER AFRICA	139	<0.1	551	0.1
OTHER MIDDLE EAST	5	<0.1	152	<0.1
OTHER ASIA	1	<0.1	38	<0.1
OTHER EUROPE	0	--	3	<0.1
OTHER	2,430	0.4	2,577	0.4
TOTAL	589,743	100.0%	684,293	100.0%

APPENDIX D:

EIEA Participants by State and Country of Origin: 1990-91 and 1991-92 School Years

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	COUNTRY AFGHANISTAN	ALBANIA	ALGERIA	ANDORRA	ANGOLA	ANGUILLA	ANTIGUA	ARABIA	ARGENTINA	ARMENIA	ARUBA	AUSTRALIA
AZ	7	0	0	0	1	0	0	0	7	1	0	6
CA	1191	0	21	0	2	0	0	0	626	3376	0	142
CO	6	0	0	0	0	0	0	0	0	0	0	0
CT	0	1	5	0	0	0	1	6	29	0	0	0
DC	2	0	2	0	3	0	0	0	12	0	0	3
FL	8	0	1	0	0	1	2	0	173	0	0	9
GA	15	0	1	0	0	0	0	0	10	0	0	0
HI	0	0	0	0	0	0	0	0	0	0	0	11
IL	56	4	0	0	0	0	0	0	28	6	0	7
IA	0	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	1	3	0	0	4
LA	5	0	0	0	0	0	0	0	2	2	0	0
MD	42	0	1	0	0	0	3	0	21	0	0	6
MA	18	0	11	0	63	0	4	0	30	7	0	11
MI	1	50	2	0	0	0	0	0	0	0	0	3
MN	5	0	1	0	0	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	5	0	0	0	0	0	0	0
NJ	31	7	2	1	3	0	1	4	157	0	0	0
NM	14	0	0	0	0	0	0	0	0	5	0	0
NY	423	38	14	0	7	0	381	0	493	0	0	36
OH	2	0	0	0	0	0	0	0	1	0	0	1
OK	0	0	0	0	0	0	0	0	0	0	0	0
OR	4	0	0	0	0	0	0	0	0	0	0	0
PA	29	0	0	0	7	0	1	0	6	0	0	0
RI	0	0	0	0	11	0	0	0	3	6	0	0
TN	30	0	0	0	0	0	0	0	0	0	0	2
TX	15	0	4	0	3	0	0	0	46	0	1	4
VA	431	1	1	0	1	0	0	0	42	0	0	8
UT	1	0	0	0	0	0	0	14	0	6	0	2
WA	10	1	0	0	1	0	0	0	9	2	0	0
WI	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	2,345	102	66	1	107	1	393	25	1,698	3,411	1	256

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	AUSTRIA	AZORES	BAHAMAS	BAHRAIN	BANGLADESH	BARBADOS	BELARUS	BELGIUM	BELIZE	BENGAL	BENIN	BERMUDA
AZ	1	0	0	0	2	0	0	3	2	0	0	0
CA	53	0	0	10	75	1	0	64	221	0	0	1
CO	0	0	0	0	0	0	0	0	0	0	0	0
CT	1	0	2	1	11	4	0	0	0	0	0	1
DC	1	0	4	0	6	3	0	1	2	0	0	0
FL	14	0	267	4	34	17	0	13	13	0	0	4
GA	0	0	0	0	15	0	0	2	0	0	0	0
HI	0	0	0	0	0	0	0	0	0	0	0	0
IL	14	0	15	4	27	3	0	7	174	0	0	2
IA	0	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	1	0	0	1	0	0	0	0
LA	0	0	0	0	0	0	0	1	0	0	0	0
MD	2	0	5	0	37	3	0	1	0	0	0	3
MA	0	944	1	0	11	28	0	8	2	0	0	5
MI	1	0	0	0	40	0	0	0	0	0	0	0
MN	4	0	0	0	0	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	45	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0	0	0	0
NJ	2	0	4	0	135	12	0	1	1	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0	0
NY	26	0	72	14	694	871	0	36	230	0	8	37
OH	0	0	0	0	4	0	0	0	0	0	0	0
OK	0	0	0	0	3	0	0	0	0	0	0	0
OR	0	0	2	0	0	0	0	1	0	0	0	0
PA	0	0	0	0	10	0	0	1	0	0	0	0
RI	0	20	0	0	0	0	0	0	0	0	0	0
TN	0	0	0	0	0	0	0	0	0	0	0	0
TX	1	0	3	0	14	0	0	3	4	0	0	0
VA	4	0	2	0	93	0	0	4	3	0	0	0
UT	0	0	0	0	2	0	0	0	0	0	0	0
WA	0	0	0	0	1	0	0	0	0	1	0	0
WI	0	0	0	0	1	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	124	964	377	33	1,216	942	45	147	652	1	8	53

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	BHUTAN	BOLIVIA	BOTSWANA	BRAZIL	BRUNEI	BULGARIA	BURKINA FASO	BURMA	BURUNDI	CAMBODIA	CAMEROON	CANADA
AZ	0	1	1	27	0	2	0	0	0	15	0	27
CA	0	385	3	779	0	81	0	338	0	4021	0	529
CO	0	0	0	4	0	0	0	0	0	18	0	1
CT	0	4	0	103	0	0	0	0	0	86	0	13
DC	0	61	1	28	2	10	0	22	0	5	9	2
FL	0	80	0	425	0	13	0	7	0	80	0	325
GA	0	2	0	28	0	0	0	0	0	147	1	4
HI	0	0	0	0	0	0	0	0	0	0	0	10
IL	0	22	0	58	0	9	0	16	0	196	2	13
IA	0	0	0	0	0	0	0	0	0	25	0	0
KS	0	0	0	7	0	0	0	0	0	65	0	2
LA	0	0	0	11	0	1	0	0	0	15	0	0
MD	0	115	0	40	0	2	0	14	0	123	9	36
MA	0	34	1	527	0	12	0	9	0	1736	3	67
MI	0	0	0	2	0	0	0	0	0	2	0	15
MN	0	3	0	5	0	0	0	0	0	53	0	0
MT	0	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	2	0	0	0	3	0	0
NJ	0	151	1	297	0	9	0	0	0	7	0	8
NM	0	0	0	0	0	0	0	0	0	75	0	0
NY	3	208	2	587	14	42	1	58	1	173	42	494
OH	0	0	0	11	0	4	0	0	0	67	0	0
OK	0	0	0	1	0	0	0	0	0	0	0	0
OR	0	0	0	0	0	1	0	0	0	16	0	0
PA	0	2	1	28	0	1	0	4	0	407	0	1
RI	0	1	0	19	0	0	0	0	0	1585	1	0
TN	0	0	0	8	0	0	0	2	0	152	0	0
TX	0	29	0	25	0	4	1	2	0	59	2	41
VA	0	745	0	55	0	6	0	5	0	228	3	36
UT	0	0	2	0	0	0	0	0	0	321	0	0
WA	0	0	0	1	0	3	0	3	0	1295	0	3
WI	0	0	0	5	0	0	0	0	0	3	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	1,823	12	3,081	16	202	2	480	1	10,988	72	1,627

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	CAPE VERDE	CAYMAN ISLAND	CENTRAL AFRICAN REPUBLIC	CHAD	CHILE	CHINA	CHRISTMAS ISLAND	CLIPPERTON ISLAND	COLOMBIA
AZ	0	0	0	0	9	76	0	0	15
CA	0	0	0	0	275	5948	0	0	657
CO	0	0	0	0	6	8	0	0	4
CT	30	1	0	0	8	40	0	0	152
DC	5	0	4	0	16	128	0	0	26
FL	0	2	0	0	123	56	2	1	1069
GA	0	0	0	0	42	189	0	0	86
HI	0	0	0	0	1	0	0	0	1
IL	0	0	0	0	25	670	0	0	227
IA	0	0	0	0	1	1	0	0	3
KS	0	0	0	0	1	14	0	0	7
LA	0	0	0	0	4	72	0	0	13
MD	0	0	2	0	31	227	0	0	81
MA	1337	0	0	0	65	405	0	0	186
MI	0	0	0	0	0	20	0	0	3
MN	0	0	0	0	2	23	0	0	8
MT	0	0	0	0	0	4	0	0	0
MO	0	0	0	0	0	14	0	0	0
NJ	0	0	0	0	151	214	0	0	1434
NM	0	0	0	0	0	15	0	0	0
NY	10	0	26	15	310	4074	0	0	3753
OH	0	0	0	0	1	142	0	0	8
OK	0	0	0	0	0	10	0	0	1
OR	0	0	0	0	4	29	0	0	1
PA	0	0	3	0	1	240	0	0	49
RI	289	0	0	0	0	3	0	0	148
TN	0	0	0	0	6	28	0	0	3
TX	0	0	0	0	18	212	0	0	206
VA	0	0	0	0	38	131	0	0	72
UT	0	0	0	0	2	361	0	0	3
WA	0	0	0	0	1	44	0	0	9
WI	0	0	0	0	0	23	0	0	6
PUERTO RICO	0	0	0	0	0	0	0	0	0
TOTAL	1,671	3	35	15	1,141	13,421	2	1	8,231

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	COMOROS	COOK ISLANDS	COSTA RICA	CUBA	CURACAO	CYPRUS	CZECHOSLOVAKIA	DAHOMEY	DENMARK	DJIBOUTI	DOMINICA
AZ	0	0	23	2	0	0	7	0	6	1	0
CA	0	0	494	125	0	5	119	0	44	0	0
CO	0	0	3	1	0	0	0	0	0	1	0
CT	0	0	26	12	2	0	2	0	0	1	0
DC	1	0	13	4	0	0	10	0	0	1	0
FL	3	0	108	4046	0	0	17	0	14	0	0
GA	0	0	13	15	0	0	6	0	3	10	0
HI	0	3	0	0	0	0	0	0	0	0	0
IL	0	0	5	73	0	0	28	0	6	0	0
IA	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	1	0	0
LA	0	0	122	17	0	0	0	0	1	0	0
MD	0	0	9	12	0	1	5	1	2	0	0
MA	0	0	49	6	0	0	35	0	6	0	0
MI	0	0	0	1	0	0	0	0	1	0	0
MN	0	0	1	4	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	1	0	0	0	0	0	0	0	0
NJ	0	0	140	251	0	0	24	0	1	0	0
NM	0	0	0	24	0	0	0	0	0	0	0
NY	13	0	167	94	0	17	40	0	15	0	122
OH	0	0	0	3	0	0	1	0	0	0	0
OK	0	0	0	1	0	0	0	0	1	0	0
OR	0	0	5	1	0	0	2	0	0	0	0
PA	0	0	2	10	0	0	2	0	0	0	5
RI	0	0	0	0	0	0	0	0	0	0	0
TN	0	0	2	1	0	0	0	0	0	0	0
TX	0	0	36	9	0	0	2	0	3	0	0
VA	0	0	8	4	0	4	11	0	2	0	5
UT	0	0	0	5	0	1	5	0	6	0	0
WA	0	0	4	5	0	0	14	0	0	0	0
WI	0	0	0	6	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	164	0	0	0	0	0	0	0
TOTAL	17	3	1,231	4,896	2	28	330	1	112	14	132

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	DOMINICAN REPUBLIC	DUBAI UAE	EAST GERMANY	EAST INDIES	EASTERN SAMOA	ECUADOR	EGYPT	EL SALVADOR	ENGLAND
AZ	3	0	0	0	0	2	1	241	35
CA	41	0	0	0	0	431	277	14770	872
CO	0	0	1	0	0	1	1	14	0
CT	118	0	0	0	0	52	0	20	34
DC	163	0	0	0	0	12	9	1542	16
FL	239	0	0	0	0	170	25	329	176
GA	13	0	0	0	0	11	16	72	0
HI	0	0	0	0	0	3	0	0	4
IL	83	0	0	0	0	177	38	281	78
IA	0	0	0	0	0	0	0	8	0
KS	0	0	0	0	0	0	1	21	1
LA	11	0	0	0	0	5	10	158	0
MD	99	0	0	0	0	50	11	897	32
MA	2154	0	0	0	0	46	14	494	77
MI	2	0	0	0	0	0	0	2	5
MN	2	0	0	0	0	2	9	9	0
MT	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	1	0
NJ	2807	0	0	0	0	678	152	900	6
NM	0	0	0	0	0	0	0	21	7
NY	17248	0	0	0	0	3035	235	2643	376
OH	20	0	0	0	0	3	13	15	3
OK	0	0	0	0	0	1	0	3	0
OR	0	0	0	0	3	0	0	12	0
PA	55	0	0	0	0	12	15	13	1
RI	16	0	0	0	0	3	0	5	0
TN	0	0	0	0	0	4	5	4	1
TX	20	1	0	0	0	114	15	2375	0
VA	35	0	0	0	0	50	30	1751	37
UT	0	0	0	0	0	1	2	3	1
WA	2	0	0	4	0	6	4	44	0
WI	3	0	0	0	0	1	0	10	1
PUERTO RICO	2099	0	0	0	0	0	0	0	0
TOTAL	25,233	1	1	4	3	4,870	883	26,858	1,763

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	EQUATORIAL GUINEA	ERITREA	ESTONIA	ETHIOPIA	FIJI	FINLAND	FRANCE	FRENCH ANTILLES	FRENCH GUIANA	GABON
AZ	0	0	0	2	0	2	11	0	0	0
CA	0	0	10	332	403	69	407	0	0	0
CO	0	0	0	7	0	0	0	0	0	0
CT	0	0	0	3	0	1	1	0	0	0
DC	0	0	0	122	0	1	9	0	0	0
FL	1	0	3	6	1	64	81	0	6	0
GA	0	14	0	59	0	14	3	0	0	1
HI	0	0	0	0	5	0	0	0	0	0
IL	0	0	2	49	0	14	44	0	0	0
IA	0	0	0	2	0	0	0	0	0	0
KS	0	0	0	0	1	0	1	0	0	0
LA	0	0	0	3	0	0	12	0	0	0
MD	0	0	0	170	0	0	16	0	0	0
MA	0	0	4	40	0	0	39	0	0	0
MI	0	0	0	0	0	0	9	0	0	0
MN	0	0	0	51	0	0	20	0	0	0
MT	0	0	0	0	0	0	0	0	0	0
MO	0	13	0	17	0	0	0	0	0	0
NJ	0	0	0	13	10	0	29	0	0	0
NM	0	0	0	0	0	1	0	0	0	0
NY	1	0	0	79	3	4	134	18	12	1
OH	0	0	0	79	0	0	0	0	0	0
OK	0	0	0	1	0	2	0	0	0	0
OR	0	0	0	6	10	0	1	0	0	0
PA	0	0	0	42	0	0	6	0	0	0
RI	0	0	0	1	0	0	6	0	0	0
TN	0	0	0	10	0	3	4	0	0	0
TX	0	0	0	42	0	0	16	0	0	0
VA	0	0	0	252	0	8	27	0	0	0
UT	0	0	0	1	0	0	10	0	0	0
WA	0	0	1	133	2	1	6	0	0	0
WI	0	0	0	8	0	0	8	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	2	27	20	1,530	435	184	900	18	18	2

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	GAMBIA	GAZA STRIP	GERMANY	GHANA	GREECE	GREENLAND	GRENADA	GUADELOUPE	GUAM	GUATEMALA	GUERNSEY ISLAND
AZ	0	0	89	0	1	0	0	0	1	73	0
CA	3	0	880	19	75	0	0	0	0	8758	0
CO	0	0	2	0	1	0	0	0	0	4	0
CT	0	0	9	0	22	0	0	0	0	49	0
DC	1	0	12	8	6	0	7	0	0	165	0
FL	0	0	114	0	28	0	4	14		436	1
GA	0	0	7	2	1	0	0	0	0	11	0
HI	0	0	4	0	0	2	0	0	0	0	0
IL	0	0	274	48	188	0	0	0	0	34	0
IA	0	0	2	1	0	0	0	0	0	1	0
KS	0	0	15	0	2	0	0	0	0	13	0
LA	0	0	8	2	9	0	0	0	0	265	0
MD	4	0	13	95	20	0	22	0	0	205	0
MA	0	0	69	6	128	0	9	0	0	207	0
MI	0	0	11	1	5	0	0	0	0	1	0
MN	0	0	3	2	0	0	0	0	0	8	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0	0	0
NJ	1	0	16	6	41	0	4	2	0	160	0
NM	0	0	23	0	6	0	0	0	0	12	0
NY	36	0	419	185	662	0	526	0	0	1081	0
OH	0	0	3	2	1	0	0	0	0	21	0
OK	0	0	2	0	0	0	0	0	0	13	0
OR	0	0	2	0	0	0	0	0	0	10	0
PA	0	0	8	21	7	0	0	0	0	4	0
RI	0	0	2	2	1	0	0	0	0	31	0
TN	0	1	3	8	0	0	0	0	1	0	0
TX	0	0	86	9	1	0	0	0	0	310	0
VA	0	0	36	47	32	0	0	0	0	203	0
UT	0	0	52	0	15	0	0	0	0	0	0
WA	0	0	15	0	1	0	0	0	2	13	0
WI	0	0	2	0	0	0	0	0	0	1	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	44	1	2,181	464	1,231	2	563	16	4	12,084	1

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	GUINEA	GUINEA BISSAU	GUYANA	HAITI	HONDURAS	HONG KONG	HUNGARY	ICELAND	ICHRAN	INDIA	INDOCHINA	INDONESIA
AZ	0	0	1	1	8	13	6	0	0	18	0	1
CA	0	0	40	103	1750	2715	166	20	0	2008	0	712
CO	0	0	0	0	0	6	3	1	0	13	0	3
CT	0	0	5	283	45	1	9	1	0	68	0	4
DC	5	0	42	66	37	0	3	3	0	34	0	4
FL	1	0	32	3671	924	32	36	2	0	97	4	1
GA	0	0	3	21	13	14	5	1	0	174	0	5
HI	0	0	0	0	0	22	0	0	0	4	0	1
IL	0	0	17	194	199	144	23	0	0	1504	0	23
IA	0	0	0	0	2	0	0	0	0	6	0	0
KS	0	0	0	1	5	0	0	0	0	5	0	4
LA	0	0	0	4	535	3	1	0	0	16	0	4
MD	0	0	256	107	72	81	10	0	0	301	0	5
MA	0	4	15	2275	89	352	16	2	0	221	0	33
MI	0	0	0	1	2	0	0	0	0	16	0	0
MN	0	0	16	1	1	3	13	0	0	15	0	1
MT	0	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	2	3	0	0	2	0	4
NJ	2	1	63	601	357	29	30	0	0	1083	0	6
NM	0	0	0	0	0	0	6	0	0	17	0	0
NY	13	0	5936	5673	1586	1300	101	4	0	2544	0	125
OH	0	0	0	3	17	11	8	0	1	18	0	6
OK	0	0	0	0	2	0	0	0	0	0	0	5
OR	0	0	0	0	6	4	0	0	0	2	0	1
PA	0	0	11	124	15	84	4	2	0	221	0	15
RI	0	0	0	30	4	0	3	0	0	8	0	0
TN	0	0	0	1	3	1	0	0	0	7	0	0
TX	0	0	13	4	360	38	1	0	0	256	0	29
VA	0	0	27	9	84	37	2	0	0	264	0	28
UT	0	0	0	0	4	0	0	0	0	22	0	0
WA	0	0	0	3	17	515	9	2	0	80	0	4
WI	0	0	0	0	2	1	5	0	0	21	0	2
PUERTO RICO	0	0	0	13	0	0	0	0	0	0	0	0
TOTAL	21	5	6,475	13,189	6,139	5,408	463	38	1	9,045	4	1,028

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	IRAN	IRAQ	IRELAND	ISRAEL	ITALY	IVORY COAST	JAMAICA	JAPAN	JORDAN	KENYA	KOREA	KUWAIT
AZ	19	3	0	28	9	0	1	17	4	0	68	7
CA	3121	70	44	933	215	2	0	2953	200	20	5627	203
CO	11	0	0	6	1	0	0	1	0	0	17	1
CT	19	0	4	14	17	0	558	9	1	0	15	1
DC	15	0	0	8	9	11	103	9	2	6	18	4
FL	26	2	8	172	33	0	302	35	13	5	141	24
GA	73	2	1	22	5	1	1	32	3	2	359	4
HI	4	0	0	1	0	0	0	30	0	0	334	0
IL	159	87	18	154	81	2	228	117	186	14	1074	46
IA	0	0	0	1	0	0	0	3	0	0	8	0
KS	7	0	0	2	3	0	0	3	7	0	8	0
LA	2	0	0	10	0	0	0	17	13	0	37	7
MD	217	1	3	40	3	1	441	27	20	10	705	6
MA	63	2	40	120	76	0	97	181	7	6	156	0
MI	10	41	1	12	3	5	6	1	24	0	9	12
MN	10	0	0	2	0	0	8	12	0	0	17	0
MT	0	3	0	0	0	0	0	0	0	0	0	0
MO	2	0	0	0	0	0	0	2	0	2	0	0
NJ	22	0	5	200	70	0	256	176	23	2	574	7
NM	19	0	0	0	0	0	0	13	0	0	0	0
NY	497	25	262	1675	589	26	8530	641	121	36	3092	49
OH	7	3	0	54	6	0	7	6	24	0	58	10
OK	1	0	0	0	0	0	0	2	0	0	2	1
OR	2	0	0	1	0	0	1	4	0	0	12	1
PA	14	2	0	72	6	1	9	9	11	2	275	11
RI	1	0	0	4	3	0	3	6	0	1	4	0
TN	3	0	0	2	0	0	0	10	0	0	44	2
TX	45	2	2	29	5	1	33	41	17	5	272	25
VA	223	19	7	30	3	2	43	36	20	6	1081	18
UT	44	2	0	6	14	0	0	214	0	1	110	0
WA	39	7	0	6	1	0	0	53	3	2	286	0
WI	6	0	0	22	4	0	7	1	13	0	4	2
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	4,681	271	395	3,626	1,156	52	10,634	4,661	712	120	14,407	441

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	LAOS	LATVIA	LEBANON	LESOTHO	LESSER ANTILLES	LIBERIA	LIBYA	LITHUANIA	LUXEMBOURG	MACAO	MACEDONIA
AZ	6	0	1	0	0	0	0	0	0	0	0
CA	6071	1	451	0	0	11	22	9	0	68	0
CO	12	0	0	0	0	1	0	0	0	1	0
CT	148	0	6	0	0	2	0	0	0	0	0
DC	29	0	4	2	0	17	0	0	0	0	0
FL	188	0	22	0	0	4	1	0	0	1	0
GA	109	3	23	0	0	9	0	0	0	0	0
HI	93	0	0	0	0	0	0	0	0	1	0
IL	154	1	72	0	0	23	4	42	0	0	2
IA	236	0	1	0	0	0	0	0	0	0	0
KS	71	0	5	0	0	2	0	0	0	0	0
LA	35	0	5	0	0	4	0	0	0	0	0
MD	53	0	14	0	0	62	1	0	0	0	0
MA	289	0	51	0	0	10	2	0	0	8	0
MI	70	0	408	0	0	4	5	0	0	0	0
MN	1804	0	1	0	0	5	0	1	0	0	0
MT	37	0	0	0	0	0	0	0	0	0	0
MO	18	0	1	0	0	0	0	0	0	0	0
NJ	10	0	39	0	0	4	1	0	0	0	0
NM	95	0	0	0	0	0	0	0	0	0	0
NY	101	0	176	11	0	169	18	0	3	16	0
OH	186	0	42	0	0	5	1	0	0	0	0
OK	7	0	0	0	0	1	0	0	0	0	0
OR	71	0	2	0	0	4	0	0	0	0	0
PA	128	1	8	0	0	27	1	1	0	0	0
RI	1152	0	5	0	0	65	0	0	0	0	0
TN	217	1	0	0	0	0	0	0	0	0	0
TX	111	0	0	0	1	8	2	0	0	0	0
VA	131	0	51	2	0	27	9	0	0	0	0
UT	185	0	0	0	0	0	0	0	0	0	0
WA	420	4	3	0	0	0	0	0	0	0	0
WI	1269	0	0	0	0	1	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	13,508	11	1,391	15	1	465	67	53	3	95	2

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	MADAGASCAR	MALAGASY	MALAWI	MALAYSIA	MALI	MALTA	MARANHO	MARSHALL ISLANDS	MARTINIQUE	MAURITANIA	MAURITIUS
AZ	0	0	0	2	0	0	0	9	0	0	0
CA	0	0	0	286	0	0	0	0	0	0	0
CO	0	0	0	1	0	0	0	0	0	0	0
CT	0	0	0	1	0	0	0	0	0	0	0
DC	0	2	6	4	0	0	0	0	0	0	0
FL	0	0	0	9	0	0	0	0	6	0	0
GA	0	0	0	3	0	0	0	0	0	0	0
HI	0	0	0	0	0	0	0	3	0	0	1
IL	0	0	0	16	0	0	0	0	0	0	0
IA	0	0	0	1	0	0	0	0	0	0	0
KS	0	0	0	4	0	0	0	0	0	0	0
LA	0	0	0	6	2	0	0	0	0	0	0
MD	0	0	0	3	0	0	0	0	0	0	0
MA	0	0	1	17	0	0	0	0	0	0	0
MI	0	0	0	0	0	0	0	0	0	0	0
MN	1	0	0	0	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0	0	0
NJ	0	0	0	4	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NY	19	0	4	124	2	16	0	0	0	1	1
OH	0	0	1	10	0	0	0	0	0	0	0
OK	0	0	0	12	0	0	0	0	0	0	0
OR	0	0	0	0	0	0	0	1	0	0	0
PA	0	0	1	9	0	0	0	0	0	0	0
RI	0	0	0	0	0	0	0	0	0	0	0
TN	0	0	0	0	0	0	2	0	0	0	0
TX	0	0	1	17	1	0	0	0	0	0	0
VA	0	0	3	10	0	0	0	0	0	0	2
UT	0	0	0	1	0	0	0	0	0	0	0
WA	0	0	0	0	0	0	0	0	0	0	0
WI	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	20	2	17	540	5	16	2	13	6	1	4

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	MEXICO	MICRONESIA	MONGOLIA	MONOCO	MONTSERRAT	MOROCCO	MOZAMBIQUE	NAMIBIA	NEPAL	NETHERLANDS
AZ	11061	0	0	0	0	0	0	0	4	4
CA	137710	0	0	0	0	9	2	0	6	68
CO	864	0	0	0	0	0	2	0	0	3
CT	74	0	0	0	0	0	0	0	0	3
DC	84	0	0	0	0	3	0	0	5	0
FL	1145	0	0	0	0	4	0	0	0	14
GA	610	0	0	0	0	1	1	0	0	0
HI	13	0	0	0	0	0	0	0	0	0
IL	14780	0	0	0	0	4	2	0	3	7
IA	124	0	0	0	0	0	0	0	0	0
KS	622	0	0	0	0	0	0	0	1	0
LA	130	0	0	0	0	0	0	0	0	0
MD	176	1	0	0	3	0	0	0	4	2
MA	145	0	0	0	0	16	8	0	6	13
MI	108	0	0	0	0	0	0	0	0	0
MN	82	0	0	0	0	0	0	0	0	1
MT	5	0	0	0	0	0	0	0	0	0
MO	10	0	0	0	0	0	0	2	0	0
NJ	947	0	0	0	0	5	0	0	2	6
NM	2266	0	0	0	0	0	0	0	0	0
NY	2891	0	1	0	0	38	3	1	15	28
OH	32	0	0	0	0	1	0	0	0	0
OK	152	0	0	0	0	0	0	0	0	0
OR	912	0	0	0	0	0	1	0	0	0
PA	29	0	0	0	0	2	0	0	2	2
RI	6	0	0	0	0	0	2	0	0	0
TN	71	0	0	0	0	0	0	0	0	0
TX	27693	0	0	1	0	0	2	0	6	5
VA	100	0	0	22	0	0	2	0	9	1
UT	1475	1	0	0	0	0	0	0	1	2
WA	3401	0	0	0	0	0	1	0	0	2
WI	195	0	0	0	0	0	0	0	0	0
PUERTO RICO	71	0	0	0	0	0	0	0	0	0
TOTAL	207,984	2	1	23	3	83	26	3	64	161

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	NETHERLANDS ANTILLES	NEW CALEDONIA	NEW GUINEA	NEW ZEALAND	NICARAGUA	NIGER	NIGERIA	NORTH YEMEN	NORWAY	OKINAWA
AZ	0	0	0	0	21	0	5	0	0	1
CA	0	0	2	82	4472	0	70	0	51	0
CO	0	0	0	0	1	0	0	0	0	0
CT	0	0	0	1	63	0	4	0	2	0
DC	0	0	4	2	146	0	91	0	1	0
FL	7	0	0	0	7781	0	2	0	14	0
GA	0	0	0	1	24	0	36	0	1	0
HI	0	0	0	5	0	0	0	0	0	0
IL	0	0	2	3	92	0	53	0	6	0
IA	0	0	0	2	0	0	0	0	0	0
KS	0	0	0	0	0	0	1	0	2	0
LA	0	0	0	0	329	0	10	0	0	0
MD	0	0	0	3	357	0	53	0	0	0
MA	0	0	1	0	46	0	13	0	4	0
MI	0	0	0	0	5	0	5	1	0	0
MN	0	0	0	0	1	0	0	0	2	0
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	2	0	0	0	0	0
NJ	0	0	0	0	220	0	14	0	0	0
NM	0	0	0	0	0	0	0	0	0	0
NY	10	0	0	6	649	25	292	0	38	0
OH	0	0	0	0	14	0	5	0	0	0
OK	0	0	0	0	0	0	0	0	0	0
OR	0	0	0	0	6	0	5	0	0	0
PA	0	0	0	0	35	0	7	0	0	0
RI	0	0	0	0	0	0	7	0	0	0
TN	0	4	0	2	4	0	4	0	0	0
TX	1	0	0	0	205	1	53	0	5	0
VA	0	0	0	1	300	0	10	0	1	0
UT	0	0	0	1	0	0	2	0	3	0
WA	0	0	0	0	5	0	1	0	0	0
WI	0	0	0	0	22	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	18	4	9	109	14,800	26	743	1	130	1

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	OMAN	PACIFIC ISLANDS	PAKISTAN	PALESTINE	PANAMA	PAPUA NEW GUINEA	PARAGUAY	PERU	PHILIPPINES	POLAND
AZ	0	0	8	0	9	0	1	6	62	12
CA	0	0	720	21	350	0	71	1183	12278	420
CO	0	0	5	0	0	0	0	12	11	2
CT	0	0	31	0	11	0	0	84	26	250
DC	0	0	21	2	21	0	5	36	69	11
FL	1	0	74	11	179	0	7	646	81	118
GA	0	0	38	1	8	0	3	24	13	31
HI	0	0	1	0	18	0	5	0	2153	2
IL	0	0	77	23	53	0	1	105	1124	2651
IA	0	0	0	0	0	0	0	1	0	5
KS	0	0	2	0	2	0	0	2	20	1
LA	0	0	17	7	10	0	0	8	21	6
MD	0	0	124	1	27	0	13	118	258	52
MA	0	0	3h.	0	31	0	4	73	83	55
MI	0	0	38	2	0	0	0	1	7	142
MN	0	0	1	0	0	0	0	4	36	6
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	2	0	0	0	0	9
NJ	0	0	122	17	105	2	18	861	236	315
NM	0	0	13	0	0	0	0	0	8	17
NY	1	0	1159	0	663	11	166	1282	1014	887
OH	0	0	19	3	5	0	0	12	27	19
OK	0	3	0	0	0	0	0	3	2	2
OR	0	0	0	0	2	0	0	0	8	5
PA	0	0	40	0	26	0	2	7	83	84
RI	0	0	1	0	0	0	0	5	3	20
TN	0	0	3	0	1	0	0	2	4	26
TX	0	0	364	0	30	0	2	65	186	21
VA	0	0	296	0	26	0	6	272	281	17
UT	0	0	48	0	2	0	0	3	68	14
WA	0	0	12	0	0	0	0	8	310	41
WI	0	0	14	1	3	0	0	0	12	14
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	2	3	3,286	89	1,584	13	303	4,823	18,461	5,253

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	POLYNESIA	PORTUGAL	PUERTO RICO	QATAR	RADAH	ROMANIA	RWANDA	SAMOA	SAN SALVADOR	SAUDI ARABIA	SCOTLAND
AZ	0	3	23	0	0	16	0	1	0	4	1
CA	0	452	0	11	0	704	0	0	0	315	0
CO	0	0	0	0	0	5	0	0	0	5	0
CT	0	139	0	0	0	31	0	0	24	2	0
DC	0	5	0	0	0	14	0	0	0	0	0
FL	0	16	0	1	0	93	0	0	2	18	6
GA	0	0	0	0	0	16	0	0	0	3	0
HI	2	0	0	0	0	2	0	0	0	0	0
IL	0	13	0	1	0	626	0	0	0	46	1
IA	0	0	1	0	0	2	0	0	0	0	0
KS	0	1	6	0	0	2	0	0	0	4	0
LA	0	0	14	0	0	2	0	0	0	30	0
MD	0	35	0	0	0	9	0	0	0	3	0
MA	0	367	0	0	0	13	0	0	0	23	9
MI	0	0	1	0	3	213	0	0	0	6	0
MN	0	0	9	0	0	6	0	0	0	1	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	2	0	0	0	0	0
NJ	0	1432	0	0	0	24	0	0	0	16	0
NM	0	50	1	0	0	0	0	0	0	0	0
NY	0	416	0	5	0	476	1	0	0	96	2
OH	0	0	0	0	0	85	0	0	0	17	0
OK	0	0	0	0	0	0	0	0	0	0	0
OR	0	0	3	0	0	56	0	9	0	1	0
PA	0	44	0	0	0	21	2	0	0	4	0
RI	0	204	0	0	0	0	0	0	0	12	0
TN	0	0	4	0	0	4	0	0	0	0	0
TX	0	0	44	0	0	12	0	0	102	29	2
VA	0	32	52	0	0	6	0	0	0	38	1
UT	0	36	48	0	0	2	0	320	0	0	0
WA	0	4	0	0	0	14	0	89	0	24	0
WI	0	0	0	0	0	0	0	0	0	3	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	2	3,248	206	18	3	2,456	3	419	128	700	22

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	SENEGAL	SERBIA	SEYCHELLES	SIERRA LEONE	SINGAPORE	SOLOMON ISLANDS	SOMALIA	SOUTH AFRICA	SOUTH KOREA	SPAIN
AZ	0	0	0	0	0	0	1	1	0	17
CA	4	0	3	17	92	0	6	37	0	242
CO	0	0	0	0	0	0	0	4	0	0
CT	0	0	0	1	0	0	3	5	0	1
DC	6	0	0	27	3	0	6	14	0	9
FL	0	0	0	0	1	0	0	22	0	66
GA	0	0	0	3	1	0	6	1	0	6
HI	0	0	0	0	0	0	0	0	0	5
IL	1	2	0	0	4	0	1	28	0	58
IA	0	0	0	2	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	5
LA	0	0	0	0	0	0	0	0	0	1
MD	0	0	0	59	1	0	2	8	0	8
MA	14	0	0	1	20	0	5	32	0	32
MI	0	0	0	1	0	0	3	0	0	1
MN	0	0	0	0	0	0	3	0	1	2
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	1	1	0	0
NJ	0	0	0	1	0	0	0	15	0	90
NM	0	0	0	0	0	0	0	0	0	1
NY	11	0	4	29	28	5	11	87	0	246
OH	0	0	0	2	0	0	1	0	0	0
OK	0	0	0	0	0	0	0	0	0	2
OR	1	0	0	0	0	0	2	0	0	0
PA	0	0	0	5	0	0	0	9	0	3
RI	24	0	0	0	0	0	0	0	0	0
TN	0	0	0	0	0	0	0	0	0	8
TX	0	0	0	0	8	0	0	7	10	16
VA	0	0	1	32	1	0	20	7	977	24
UT	0	0	0	0	0	0	0	3	0	1359
WA	0	0	0	0	0	0	5	0	0	0
WI	0	0	0	1	0	0	1	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	61	2	8	181	159	5	77	281	988	2,202

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	SRI LANKA	ST. ANDREWS	ST. MARTIN	ST. VINCENT	ST.KITTS-NEVIS	ST.LUCIA	SUDAN	SURINAM	SWAZILAND	SWEDEN
AZ	0	0	0	0	0	0	5	0	0	5
CA	78	0	0	0	0	0	51	11	0	132
CO	0	0	0	0	0	0	4	0	0	0
CT	1	0	0	0	0	0	0	0	0	2
DC	14	0	0	3	0	0	8	0	2	4
FL	11	0	8	0	2	4	0	27	0	31
GA	1	0	0	0	0	0	2	0	0	3
HI	0	0	0	0	0	0	0	0	0	0
IL	10	0	0	0	0	0	18	0	0	10
IA	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	2	0	0	0
LA	1	0	0	0	0	0	0	0	0	0
MD	15	0	0	0	0	0	6	1	0	1
MA	7	0	0	0	0	0	1	5	0	16
MI	0	0	0	0	0	0	0	0	0	2
MN	0	0	0	0	0	0	0	0	0	6
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	2	0	0	0
NJ	3	0	0	0	0	0	0	3	0	4
NM	0	0	0	0	0	0	0	0	0	0
NY	79	1	7	243	63	183	27	74	4	19
OH	0	0	0	0	0	0	0	0	0	0
OK	0	0	0	0	0	0	0	0	0	0
OR	0	0	0	0	0	0	2	0	0	0
PA	0	0	0	0	0	0	17	0	0	1
RI	0	0	0	0	0	0	3	0	0	4
TN	0	0	0	0	0	0	0	0	0	0
TX	5	0	0	0	0	1	15	0	0	3
VA	4	0	0	0	0	0	30	0	0	0
UT	0	0	0	0	0	0	2	0	0	9
WA	0	0	0	0	0	0	3	0	0	1
WI	0	0	0	0	0	0	0	0	0	2
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	229	1	15	246	65	188	198	121	6	255

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	SWITZERLAND	SYRIA	TAIWAN	TANZANIA	TEPIC NAVARET	THAILAND	TIBET	TOGO	TOKELAU ISLAND	TONGA	TRINIDAD
AZ	2	1	20	1	1	14	0	0	0	5	0
CA	55	170	4529	3	0	3986	2	0	0	268	17
CO	0	0	5	0	0	22	0	0	0	0	0
CT	1	4	2	0	0	53	0	0	0	0	14
DC	0	0	8	5	0	10	0	1	0	0	51
FL	8	6	45	0	0	39	0	2	0	0	86
GA	1	2	74	2	0	48	0	0	0	0	1
HI	0	0	424	0	0	13	0	0	2	41	0
IL	7	113	52	6	0	241	0	0	0	0	17
IA	0	0	1	0	0	42	0	0	0	0	0
KS	0	0	1	0	0	4	0	0	0	0	0
LA	1	4	13	0	0	3	0	0	0	0	0
MD	1	5	143	2	0	30	0	0	0	0	124
MA	10	17	83	3	0	353	0	0	0	0	10
MI	1	14	1	0	0	14	0	0	0	0	0
MN	0	0	0	2	0	238	0	0	0	0	4
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0	0	0
NJ	2	41	95	2	0	12	0	0	0	0	19
NM	0	0	3	0	0	91	0	0	0	0	0
NY	20	75	838	30	0	234	0	9	0	0	3375
OH	0	8	5	0	0	25	0	0	0	0	0
OK	0	0	0	0	0	2	0	0	0	0	0
OR	0	0	3	0	0	3	0	0	0	0	0
PA	0	10	5	2	0	321	0	0	0	0	7
RI	0	3	0	0	0	1	0	0	0	0	0
TN	3	0	4	0	0	37	0	0	0	0	0
TX	2	5	137	3	0	73	0	0	0	0	15
VA	0	7	92	1	0	125	0	0	0	0	19
UT	0	0	42	0	0	0	0	0	0	792	0
WA	0	2	9	0	0	29	0	0	0	19	0
WI	0	0	3	0	0	302	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	114	487	6,637	62	1	6,366	2	12	2	1,125	3,759

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	TRUK-MOEN ISLAND	TRUST TERRITORIES	TUNISIA	TURKEY	TURKS/CAICOS	UGANDA	UKRAINE	UNITED ARAB EMIRATES	URUGUAY
AZ	1	0	0	7	0	0	0	0	0
CA	0	0	2	64	0	6	0	15	49
CO	0	0	0	0	0	0	0	1	0
CT	0	0	0	3	0	0	0	1	0
DC	0	0	1	3	0	7	0	0	3
FL	0	0	0	22	15	0	0	0	27
GA	0	0	0	2	0	1	1	2	4
HI	0	2	0	0	0	0	0	0	0
IL	0	0	0	28	0	3	12	8	8
IA	0	0	0	0	0	0	0	0	0
KS	0	0	4	5	0	0	0	0	0
LA	0	0	0	3	0	1	0	0	2
MD	0	0	2	8	0	4	0	0	1
MA	0	0	0	26	0	0	2	0	39
MI	0	0	0	0	0	0	2	1	2
MN	0	0	0	0	0	0	3	0	0
MT	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0
NJ	0	0	0	31	0	1	0	6	115
NM	0	0	0	0	0	0	0	0	0
NY	0	0	3	184	0	4	0	19	119
OH	0	0	0	3	0	0	57	2	1
OK	0	0	0	0	0	0	0	0	0
OR	1	0	0	0	0	0	0	0	0
PA	0	0	1	1	0	0	13	0	0
RI	0	0	0	3	0	0	6	0	0
TN	0	0	0	1	0	0	0	0	0
TX	0	0	0	4	0	0	0	8	13
VA	0	0	0	25	0	0	0	4	1
UT	0	0	0	0	0	0	0	0	0
WA	3	0	0	4	0	0	39	0	1
WI	0	0	0	1	0	2	0	1	0
PUERTO RICO	0	0	0	0	0	0	0	0	0
TOTAL	5	2	13	428	15	29	135	68	386

* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	ZAMBIA	ZIMBABWE	OTHER AFRICA	OTHER ASIA	OTHER LATIN AMERICA	OTHER MIDDLE EAST	OTHER	TOTAL
AZ	0	0	9	0	0	0	0	12,496
CA	10	3	0	0	0	0	0	268,455
CO	0	2	0	0	0	0	0	1,349
CT	1	0	29	0	0	0	0	3,450
DC	10	3	0	0	0	0	0	3,838
FL	1	0	0	0	0	0	0	25,861
GA	2	1	12	0	0	0	0	3,273
HI	0	0	0	0	0	0	57	3,467
IL	10	0	28	0	873	0	0	30,687
IA	0	0	0	0	0	0	0	662
KS	0	0	4	0	329	0	0	1,980
LA	0	0	0	0	0	0	0	3,344
MD	1	0	0	0	0	0	25	7,451
MA	0	6	0	0	0	0	0	16,139
MI	0	0	1	0	0	0	0	1,931
MN	0	0	3	0	1	0	0	2,880
MT	0	0	0	0	0	0	0	94
MO	0	0	0	0	0	0	0	301
NJ	3	0	11	0	0	4	0	16,850
NM	0	0	0	0	0	0	0	2,971
NY	28	2	10	0	0	0	0	98,333
OH	0	0	5	0	0	0	0	1,482
OK	0	0	0	0	0	0	0	377
OR	4	0	0	0	0	0	0	2,232
PA	4	0	0	0	0	1	3	4,629
RI	0	0	0	0	2461	0	0	6,265
TN	0	0	10	0	0	0	0	1,089
TX	0	0	17	0	19	0	772	36,159
VA	5	0	0	1	6	0	0	10,777
UT	0	0	0	0	0	0	966	7,062
WA	0	1	0	0	0	0	128	8,886
WI	0	0	0	0	0	0	0	2,069
PUERTO RICO	0	0	0	0	202	0	459	3008
TOTAL	79	18	139	1	3,891	5	2,430	589,743

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1990-91 SCHOOL YEAR

STATE	USSR	VENEZUELA	VIETNAM	VIRGIN ISLANDS	WALES	WEST INDIES	WESTERN SAMOA	YEMEN	YUGOSLAVIA	ZAIRE
AZ	36	8	187	0	0	2	0	1	4	0
CA	4767	280	19046	0	0	132	130	67	131	21
CO	71	1	168	0	0	0	0	0	0	0
CT	27	23	123	0	0	345	0	0	4	0
DC	45	100	146	2	0	0	0	0	3	21
FL	120	348	265	14	3	34	0	4	33	0
GA	85	23	468	0	0	0	0	2	7	0
HI	0	1	180	0	0	0	1	0	2	0
IL	971	24	725	0	1	8	0	11	163	3
IA	2	0	176	0	0	0	0	0	0	0
KS	24	5	636	0	0	0	0	3	0	3
LA	5	10	1260	3	0	0	0	0	3	0
MD	336	30	489	0	0	0	0	0	2	2
MA	475	64	825	0	0	0	0	0	9	4
MI	39	4	14	1	0	0	0	416	75	0
MN	82	2	268	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0
MO	25	0	153	0	0	0	0	0	0	0
NJ	165	194	167	0	0	5	0	0	80	0
NM	0	0	168	0	0	0	0	0	0	0
NY	4910	559	901	173	0	677	2	326	675	21
OH	50	20	177	0	0	0	0	0	8	0
OK	0	1	136	0	0	0	0	0	0	2
OR	603	0	383	0	0	0	0	0	0	0
PA	713	28	1034	0	0	0	0	0	6	4
RI	27	14	5	0	0	2	0	0	0	0
TN	36	6	277	0	0	0	0	0	2	6
TX	15	74	1032	5	0	8	0	1	8	0
VA	30	33	1221	0	0	6	0	1	1	0
UT	19	1	392	0	0	0	0	0	13	0
WA	183	0	1227	0	0	0	0	0	4	1
WI	0	2	32	0	0	0	0	0	9	1
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	13,860	1,835	32,681	198	4	1,219	133	832	1,242	89

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* One U.S. Territory was included in the 1990-91 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	COUNTRY ADEN	AFGHANISTAN	ALBANIA	ALGERIA	ANGOLA	ANTIGUA	ARABIA	ARGENTINA	ARMENIA	ASSYRIA	AUSTRALIA
AZ	0	18	2	0	0	0	0	5	0	0	0
CA	0	1266	0	16	0	0	0	747	3866	0	159
CO	0	10	0	0	0	0	0	2	0	0	1
CT	0	2	3	4	0	12	1	18	0	0	2
DC	0	4	1	2	5	0	0	7	2	0	3
FL	0	11	3	8	0	18	0	227	0	0	13
GA	0	37	0	0	0	1	0	7	2	0	0
HI	0	0	0	0	0	0	0	0	0	0	4
IL	0	35	13	0	0	0	7	29	4	54	18
IA	0	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	1	0	1	0	3	4	0	0
ME	0	12	0	0	0	0	0	0	0	0	0
MD	0	45	0	0	0	1	0	33	0	0	5
MA	0	7	2	7	42	3	0	21	12	0	7
MI	1	2	22	1	0	0	0	13	0	0	6
MN	0	6	0	0	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	11	0	0	0	0	0	0	0	0	0
NJ	0	116	11	6	12	1	5	170	0	0	6
NM	0	15	0	0	0	0	0	0	6	0	0
NY	0	438	61	10	7	386	0	561	1	0	51
ND	0	0	0	0	0	0	0	0	0	0	0
OH	0	6	0	0	0	0	0	2	0	0	0
OK	0	0	0	0	0	0	0	0	0	0	0
OR	0	18	0	0	0	0	0	0	0	0	0
PA	0	15	0	0	6	2	0	7	3	0	1
RI	0	0	3	0	6	0	0	2	7	0	0
TN	0	25	0	0	0	0	0	1	0	0	2
TX	0	10	0	4	0	0	0	55	0	0	16
VA	0	405	1	1	1	0	0	55	0	0	9
UT	0	0	0	0	0	0	11	7	8	0	0
WA	0	7	0	0	0	0	0	13	10	0	0
WI	0	0	4	0	0	0	0	1	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	2,521	126	60	79	425	24	1,986	3,925	54	303

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	AUSTRIA	AZERBAIJAN	AZORES	BAHAMAS	BAHRAIN	BANGLADESH	BARBADOS	BASSAS DA INDIA	BELARUS	BELAU	BELGIUM
AZ	0	0	0	0	4	4	0	0	0	0	0
CA	47	0	0	0	6	68	2	0	0	0	71
CO	1	0	0	2	0	0	0	0	0	2	3
CT	1	0	0	9	0	38	9	0	0	0	1
DC	1	0	0	3	0	13	1	0	0	0	1
FL	9	0	0	662	31	62	43	1	0	0	2
GA	1	0	0	0	0	9	0	0	0	0	0
HI	0	0	0	0	0	0	0	0	0	0	0
IL	7	0	0	18	0	30	3	0	0	0	6
IA	0	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	0	0	0	0	0	0	0	0
ME	0	0	0	0	0	0	0	0	0	0	0
MD	[illegible]	0	0	4	0	51	2	0	0	0	3
MA	0	0	1007	1	0	21	22	0	0	0	4
MI	1	0	0	4	0	24	2	0	0	0	1
MN	4	0	0	0	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	66	0	0
MO	0	0	0	0	0	0	0	0	0	0	0
NJ	4	0	0	5	1	155	10	0	0	0	7
NM	0	0	0	0	0	0	0	0	0	0	0
NY	30	0	0	66	18	965	853	0	0	0	40
ND	0	0	0	0	0	0	0	0	0	0	0
OH	1	0	0	0	0	4	0	0	0	0	0
OK	0	0	0	0	0	1	0	0	0	0	0
OR	0	0	0	3	0	0	0	0	0	0	1
PA	2	0	0	0	0	12	1	0	0	0	3
RI	0	0	11	0	0	0	0	0	0	0	0
TN	0	0	0	0	0	0	0	0	0	0	3
TX	0	0	0	4	0	30	0	0	0	0	2
VA	3	0	0	2	4	139	0	0	2	0	1
UT	0	0	0	0	0	0	0	0	0	0	0
WA	0	2	0	0	0	0	0	0	0	0	0
WI	0	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	116	2	1,018	781	64	1,626	948	1	68	2	148

*Two U.S. Territories were included in the 1991-92 school year.

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EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	BELIZE	BENIN	BERMUDA	BHUTAN	BOLIVIA	BOTSWANA	BRAZIL	BRITISH OCEAN TERRITORY	BRUNEI	BULGARIA
AZ	0	0	0	0	0	0	8	0	0	7
CA	341	0	6	0	332	3	802	0	0	103
CO	0	0	0	0	1	0	1	0	0	0
CT	0	0	2	0	6	0	126	0	0	0
DC	4	0	0	0	59	1	33	0	1	12
FL	51	0	11	14	85	0	536	2	0	24
GA	0	0	0	0	1	0	21	0	0	0
HI	0	0	0	0	0	0	0	0	0	0
IL	159	0	2	0	17	0	73	0	0	27
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	2	0	0	0
KS	0	0	0	0	0	0	0	0	0	0
LA	1	0	0	0	4	0	17	0	0	0
ME	0	0	0	0	0	0	0	0	0	8
MD	1	2	1	0	143	0	92	0	0	4
MA	1	0	4	0	30	2	523	0	0	11
MI	1	0	0	0	1	1	5	0	0	8
MN	0	0	0	0	0	0	7	0	0	1
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	1	0	0	0	0	4
NJ	2	0	0	1	64	0	432	0	0	18
NM	0	0	0	0	0	0	1	0	0	0
NY	237	11	26	5	198	6	623	0	21	97
ND	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	0	0	0	6	0	0	2
OK	0	0	0	0	0	0	1	0	0	0
OR	0	0	0	0	3	0	0	0	0	2
PA	0	0	0	0	4	4	35	0	0	3
RI	1	0	0	0	0	0	14	0	0	0
TN	0	0	0	0	0	0	5	0	0	1
TX	2	0	0	0	27	0	45	0	0	5
VA	0	0	0	0	775	0	56	0	0	11
UT	0	0	0	0	0	0	12	0	0	0
WA	5	0	0	0	3	0	0	0	0	7
WI	0	0	0	0	0	0	1	0	0	2
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	7	0	0	0	0	0
TOTAL	806	13	52	20	1,761	17	3,476	2	22	357

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*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	BURKINA FASO	BURMA	BURUNDI	CAMBODIA	CAMEROON	CANADA	CAPE VERDE	CAYMAN ISLAND	CENTRAL AFRICAN REPUBLIC
AZ	0	0	0	17	0	8	0	0	0
CA	0	283	0	3762	0	710	0	0	0
CO	0	0	0	16	0	0	0	0	0
CT	0	0	0	155	0	28	13	0	0
DC	0	22	0	2	7	8	3	0	4
FL	0	6	0	58	1	780	0	7	0
GA	0	0	0	77	1	13	0	0	0
HI	0	0	0	1	0	7	0	0	0
IL	0	12	0	136	0	68	0	0	0
IA	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0
KS	0	0	0	59	0	0	0	0	0
LA	0	0	0	17	0	0	0	0	0
ME	0	0	0	36	0	0	0	0	0
MD	0	19	0	90	6	32	0	0	1
MA	0	10	0	1515	0	71	1193	0	0
MI	0	2	0	1	0	38	0	0	0
MN	0	0	0	77	0	10	0	0	0
MT	0	0	0	0	0	0	0	0	0
MO	0	0	0	6	0	0	0	0	0
NJ	0	0	0	4	0	25	2	0	0
NM	0	0	0	76	0	0	0	0	0
NY	2	75	3	195	7	437	7	2	21
ND	0	0	0	5	0	0	0	0	0
OH	0	0	0	44	0	0	0	0	0
OK	0	0	0	1	0	0	0	0	0
OR	0	0	0	35	0	0	0	0	0
PA	0	3	0	251	1	1	0	0	3
RI	0	0	0	1270	2	1	327	0	0
TN	0	1	0	120	0	3	0	0	0
TX	1	2	0	59	1	40	0	0	0
VA	0	6	0	341	7	38	0	0	0
UT	0	0	0	121	0	0	0	0	0
WA	0	2	0	1346	0	0	0	0	0
WI	0	0	0	0	0	5	0	0	0
GUAM	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	2	0	0	0
TOTAL	3	443	3	9,886	33	2,325	1,545	9	29

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	CHAD	CHILE	CHINA	CLIPPERTON ISLAND	COLOMBIA	COMOROS	CONGO	COOK ISLANDS	CORAL SEA ISLAND	COSTA RICA
AZ	0	10	134	0	21	0	0	0	0	104
CA	0	308	5863	0	808	0	0	0	0	383
CO	0	8	6	0	4	0	0	0	0	4
CT	0	6	56	0	167	0	0	0	0	31
DC	0	15	124	0	34	1	3	0	0	8
FL	1	159	149	16	1506	0	0	0	19	184
GA	0	4	194	0	63	0	0	0	0	8
HI	0	0	0	0	0	0	0	1	0	0
IL	0	24	544	0	231	0	0	0	0	10
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0
KS	0	0	12	0	0	0	0	0	0	0
LA	0	4	86	0	25	0	0	0	0	130
ME	0	0	5	0	0	0	0	0	0	0
MD	0	23	286	0	85	0	0	0	0	16
MA	0	33	546	0	181	0	0	0	0	53
MI	0	5	30	0	8	0	0	0	0	0
MN	0	3	26	0	9	0	0	0	0	3
MT	0	0	16	0	0	0	0	0	0	0
MO	0	0	24	0	0	0	0	0	0	1
NJ	0	83	281	0	1411	0	0	0	0	145
NM	0	0	19	0	0	0	0	0	0	0
NY	16	311	5322	0	3657	72	0	0	0	175
ND	0	0	0	0	0	0	0	0	0	0
OH	0	1	105	0	10	0	0	0	0	1
OK	0	0	0	0	1	0	0	0	0	1
OR	0	6	82	0	5	0	0	0	0	9
PA	0	2	288	0	59	0	0	0	0	6
RI	0	0	40	0	165	0	0	0	0	0
TN	0	3	36	0	6	0	0	0	0	2
TX	0	17	277	0	200	0	0	0	0	33
VA	0	28	169	0	93	0	0	0	0	7
UT	0	2	189	0	4	0	0	0	0	0
WA	0	6	738	0	23	0	0	0	0	6
WI	0	3	29	0	7	0	0	0	0	6
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	5	0	0	13	0	0	0	0	0
TOTAL	17	1,069	15,656	16	8,796	73	3	1	19	1,326

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	CROATIA	CUBA	CURACAO	CYPRUS	CZECHOSLOVAKIA	DAHOMEY	DENMARK	DJIBOUTI	DOMINICA	DOMINICAN REPUBLIC
AZ	0	3	0	0	13	0	1	0	0	7
CA	0	139	0	6	114	0	49	0	0	28
CO	0	3	0	0	0	0	0	1	0	0
CT	0	10	2	0	0	0	0	0	0	160
DC	0	10	0	0	11	0	0	0	0	162
FL	0	4004	0	0	10	0	14	0	62	1579
GA	0	3	0	0	14	0	6	3	0	13
HI	0	0	0	0	0	0	0	0	0	0
IL	0	84	0	1	27	0	5	0	0	78
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0
LA	0	22	0	0	0	0	1	0	0	41
ME	0	0	0	0	0	0	0	0	0	0
MD	0	10	0	0	1	1	3	0	0	142
MA	0	9	0	0	37	0	2	0	0	2151
MI	0	3	0	0	1	0	2	0	0	25
MN	0	2	0	0	0	0	0	0	0	2
MT	0	0	0	0	0	0	0	0	0	0
MO	0	4	0	0	0	0	0	0	0	0
NJ	0	299	0	2	8	0	3	0	0	3297
NM	0	24	0	0	0	0	0	0	0	0
NY	0	92	0	22	52	0	13	1	162	18018
ND	0	0	0	0	0	0	0	0	0	0
OH	2	8	0	0	0	0	0	0	0	21
OK	0	0	0	0	0	0	0	0	0	0
OR	0	0	0	0	1	0	0	0	0	0
PA	0	9	0	0	5	0	0	0	5	89
RI	0	0	0	0	0	0	0	0	0	19
TN	0	6	0	0	0	0	0	0	0	0
TX	0	10	0	1	3	0	4	0	0	44
VA	1	2	0	2	10	0	1	1	5	34
UT	0	4	0	0	1	0	3	0	0	0
WA	0	7	0	0	11	0	4	0	0	4
WI	0	1	0	0	2	0	0	0	0	6
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	54	0	0	0	0	0	0	0	2322
TOTAL	3	4,822	2	34	321	1	111	6	234	28,242

*Two U.S. Territories were included in the 1991-92 school year.

BEST COPY AVAILABLE

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	DUBAI UAE	EAST INDIES	ECUADOR	EGYPT	EL SALVADOR	ENGLAND	EQUATORIAL GUINEA	ERITREA	ESTONIA	ETHIOPIA	FIJI
AZ	0	0	5	14	239	24	0	0	0	7	1
CA	0	0	432	285	15542	752	0	0	3	426	580
CO	0	0	3	1	20	0	0	0	0	14	0
CT	0	0	60	2	19	36	0	0	0	3	0
DC	0	0	21	9	1419	10	0	0	0	85	0
FL	0	0	298	39	331	334	5	0	3	9	1
GA	0	0	5	14	95	0	0	0	1	111	0
HI	0	0	2	0	0	3	0	0	0	0	2
IL	0	0	156	31	248	68	0	0	3	52	0
IA	0	0	0	0	2	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	3	23	0	0	0	0	6	0
LA	0	0	9	5	139	0	0	0	0	3	0
ME	0	0	0	0	0	0	0	0	0	20	0
MD	0	0	56	21	1177	55	0	0	0	196	1
MA	0	0	64	10	519	50	0	0	3	68	0
MI	0	0	2	5	0	11	0	0	0	61	0
MN	0	0	0	9	16	4	0	0	0	70	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	8	0	0	10	0	19	0
NJ	0	0	843	140	774	44	0	0	1	14	2
NM	0	0	0	0	23	8	0	0	0	0	0
NY	0	0	2972	271	2613	363	5	0	0	92	0
ND	0	0	0	0	0	0	0	0	0	5	0
OH	0	0	3	13	15	3	0	0	0	67	0
OK	0	0	0	0	1	1	0	0	0	0	0
OR	0	0	8	0	14	3	0	0	0	7	14
PA	0	0	8	13	9	1	0	0	0	56	0
RI	0	0	2	0	5	0	0	0	0	5	2
TN	0	0	2	3	12	0	0	0	0	4	0
TX	1	0	50	12	2220	29	0	0	0	45	0
VA	0	0	55	47	1989	48	0	0	2	282	0
UT	0	0	0	0	4	0	0	0	0	0	0
WA	0	2	10	8	62	7	0	2	10	204	3
WI	0	0	0	1	12	4	0	0	0	3	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	2	5,066	956	27,560	1,858	10	12	26	1,934	606

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	FINLAND	FRANCE	FRENCH ANTILLES	FRENCH GUIANA	FRITANIA	GABON	GAMBIA	GERMANY	GHANA	GIBRALTAR	GREECE
AZ	0	13	0	0	0	0	0	106	0	0	2
CA	49	448	0	0	0	0	3	1107	18	0	91
CO	0	0	0	0	0	0	0	2	0	0	1
CT	2	10	0	0	0	0	0	6	4	0	17
DC	1	14	0	0	0	1	1	16	7	0	5
FL	58	72	0	0	0	0	0	129	2	1	15
GA	9	9	0	0	0	0	1	5	7	0	1
HI	0	0	0	0	0	0	0	11	0	0	0
IL	7	40	0	0	0	0	0	268	38	0	141
IA	0	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	1	0	0	0
KS	0	0	0	0	0	0	0	0	0	0	0
LA	0	18	0	0	0	0	0	10	3	0	7
ME	0	0	0	0	0	0	0	0	0	0	0
MD	0	20	0	0	0	0	8	11	74	0	18
MA	3	38	0	0	0	0	0	49	12	0	81
MI	0	10	0	0	0	0	0	23	13	0	4
MN	0	25	0	0	0	0	0	5	5	0	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	1	0	0	0
NJ	3	50	0	0	0	0	3	33	18	0	51
NM	0	0	0	0	0	0	0	12	0	0	6
NY	3	151	12	16	0	3	35	367	219	0	572
ND	0	0	0	0	0	0	0	0	0	0	0
OH	0	1	0	0	0	0	0	2	2	0	2
OK	0	0	0	0	0	0	0	0	0	0	0
OR	0	1	0	0	0	0	0	1	0	0	0
PA	0	4	0	0	0	0	0	9	25	0	5
RI	0	66	0	0	0	0	0	6	2	0	4
TN	0	6	0	0	0	0	0	0	6	0	0
TX	1	15	0	0	0	0	0	105	6	0	2
VA	1	26	0	0	0	0	0	39	56	0	35
UT	1	3	0	0	0	0	0	38	0	0	13
WA	0	9	0	0	1	0	0	16	0	0	3
WI	0	8	0	0	0	0	0	2	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	21	0	0	0
TOTAL	138	1,057	12	16	1	4	52	2,401	517	1	1,076

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*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	GREENLAND	GRENADA	GUADELOUPE	GUAM	GUATEMALA	GUERNSEY ISLAND	GUINEA	GUINEA BISSAU	GUYANA	HAITI	HONDURAS
AZ	0	0	0	3	111	0	0	0	0	0	22
CA	0	0	0	0	9680	0	0	0	43	98	2015
CO	0	0	0	0	9	0	0	0	0	0	1
CT	0	0	0	0	65	0	4	0	85	220	22
DC	0	4	0	0	154	0	2	0	35	50	34
FL	0	25	17	0	436	1	2	0	246	5380	989
GA	0	0	0	0	23	0	0	0	17	14	34
HI	1	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	659	0	0	0	14	113	187
IA	0	0	0	0	0	0	0	0	0	0	6
ID	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	1	0
LA	0	0	0	0	245	0	0	0	0	7	526
ME	0	0	0	0	0	0	0	0	0	1	0
MD	0	4	0	2	256	0	5	0	93	137	121
MA	0	0	0	0	213	0	0	3	11	2173	92
MI	0	0	0	0	4	0	0	0	0	2	0
MN	0	0	0	2	12	0	0	0	16	3	1
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	4	0	0	0	0	6	1
NJ	0	2	0	0	342	0	0	2	101	675	403
NM	0	0	0	0	14	0	0	0	0	0	0
NY	1	544	0	0	1111	0	25	0	6061	6318	1671
ND	0	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	0	14	0	0	0	0	4	16
OK	0	0	0	0	4	0	0	0	0	0	4
OR	0	0	0	0	45	0	0	0	0	0	6
PA	0	0	0	0	7	0	0	0	8	163	11
RI	0	0	0	1	44	0	0	0	2	64	1
TN	0	0	0	0	11	0	0	0	0	1	4
TX	0	1	0	0	312	0	0	0	12	5	378
VA	0	0	0	0	255	0	0	0	21	4	79
UT	0	0	0	0	4	0	0	0	0	0	6
WA	0	0	0	4	17	0	0	0	0	3	52
WI	0	0	0	0	6	0	0	0	0	0	2
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	14	0
TOTAL	2	580	17	12	14,057	1	38	5	6,765	15,456	6,684

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	HONG KONG	HUNGARY	ICELAND	INDIA	INDONESIA	IRAN	IRAQ	IRELAND	ISRAEL	ITALY	IVORY COAST	JAMAICA
AZ	11	10	0	41	4	18	9	0	19	12	0	1
CA	2491	150	20	2322	813	3972	70	73	1027	225	108	0
CO	5	3	0	20	4	11	0	0	11	2	0	0
CT	1	17	1	68	9	10	3	3	8	26	0	782
DC	3	6	0	36	2	18	0	0	7	20	10	92
FL	35	37	1	142	3	27	4	6	192	14	1	3229
GA	9	6	0	226	8	67	1	1	25	2	2	3
HI	28	0	0	4	0	0	0	0	0	0	0	1
IL	99	21	0	1555	17	108	69	21	165	80	6	181
IA	0	0	0	0	0	3	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	7	0	0	0	0	0	0
LA	12	7	0	25	2	6	2	0	10	0	0	0
ME	0	0	0	0	0	2	0	0	0	0	0	1
MD	79	10	0	393	12	195	4	3	43	0	3	238
MA	354	29	1	209	27	66	4	32	143	47	0	76
MI	2	0	3	11	4	18	85	0	14	1	11	10
MN	1	2	0	24	2	10	0	0	2	0	0	5
MT	0	0	0	0	0	0	0	0	0	0	0	0
MO	2	5	0	4	6	12	0	0	0	0	0	0
NJ	45	27	2	1073	19	28	2	3	227	63	0	237
NM	0	7	0	17	0	19	0	0	0	0	0	0
NY	1619	140	9	2689	186	538	28	150	2198	658	10	9007
ND	0	0	0	0	0	0	125	0	0	0	0	0
OH	11	9	0	18	5	7	2	0	31	2	0	6
OK	0	0	0	0	7	4	0	0	0	0	0	0
OR	23	2	0	9	11	9	0	0	3	0	0	1
PA	83	5	1	260	11	9	4	1	55	9	1	12
RI	0	4	0	7	0	6	0	0	19	3	0	6
TN	0	0	0	8	1	1	0	0	0	0	0	0
TX	45	5	1	235	23	59	5	0	34	5	2	38
VA	49	12	0	283	27	207	14	7	34	8	0	39
UT	0	1	2	25	0	31	0	0	4	8	0	0
WA	5	25	3	79	6	84	10	0	8	0	7	4
WI	8	2	0	17	0	1	0	0	10	2	0	3
GUAM	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5,020	542	44	9,800	1,209	5,553	441	300	4,289	1,187	161	13,972

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	JAPAN	JORDAN	KENYA	KOREA	KURDISTAN	KUWAIT	LAOS	LATVIA	LEBANON	LESOTHO	LESSER ANTILLES
AZ	61	1	0	95	0	15	21	0	0	0	0
CA	3655	256	20	6906	0	239	5497	2	484	0	0
CO	2	0	0	25	0	1	15	0	0	0	0
CT	7	0	1	25	0	1	122	0	6	0	0
DC	4	2	2	17	0	4	18	0	2	2	0
FL	17	12	6	132	0	29	162	2	38	0	0
GA	22	10	4	394	0	11	56	2	18	0	0
HI	20	0	0	228	0	0	90	0	0	0	0
IL	116	193	8	825	0	64	208	2	40	0	0
IA	0	0	0	0	0	0	45	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0
KS	3	0	0	6	0	0	94	0	0	0	0
LA	13	24	1	46	0	7	40	0	3	0	0
ME	0	0	1	0	0	0	0	0	0	0	0
MD	32	18	8	760	0	15	52	0	30	0	0
MA	122	12	8	169	0	10	293	0	116	0	0
MI	13	26	3	16	0	32	55	2	505	0	0
MN	13	0	1	24	0	0	1549	0	3	0	0
MT	2	0	0	0	0	0	30	0	0	0	0
MO	2	0	2	1	0	0	22	0	3	0	0
NJ	250	61	5	977	0	21	5	0	53	0	0
NM	14	0	0	0	0	0	92	0	0	0	0
NY	779	174	45	3241	0	108	142	0	196	2	0
ND	0	0	0	0	0	2	0	0	0	0	0
OH	11	35	3	50	0	14	153	0	30	0	0
OK	0	0	0	2	0	0	6	0	0	0	0
OR	5	1	1	14	0	0	56	0	3	0	0
PA	10	13	1	204	0	8	131	1	8	0	0
RI	8	0	2	9	0	1	1074	0	2	0	0
TN	45	0	0	61	86	2	259	0	1	0	0
TX	43	23	6	349	0	22	119	0	0	0	1
VA	40	12	7	0	0	22	123	2	42	2	0
UT	162	0	0	90	0	0	154	0	1	0	0
WA	106	1	1	521	0	0	550	3	5	0	0
WI	0	10	0	3	0	6	667	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5,577	884	136	15,190	86	634	11,899	16	1,589	6	1

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	LIBERIA	LIBYA	LITHUANIA	LUXEMBOURG	MACAO	MACEDONIA	MADAGASCAR	MALAGASY	MALAWI	MALAYSIA	MALDAVIA	MALI
AZ	0	0	0	0	0	0	0	0	0	5	0	0
CA	19	16	6	0	44	0	0	0	2	323	0	0
CO	0	0	0	0	1	0	0	0	0	3	0	0
CT	3	0	0	0	0	0	0	0	0	4	0	0
DC	16	0	0	0	0	0	0	4	4	2	0	1
FL	13	0	2	0	0	0	0	0	0	8	0	0
GA	35	0	0	0	0	0	0	0	0	3	0	0
HI	0	0	0	0	1	0	0	0	0	2	0	0
IL	41	4	45	0	0	3	0	0	0	25	0	5
IA	0	0	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0	0	0
LA	4	0	0	0	0	0	0	0	0	7	0	0
ME	0	0	0	0	0	0	0	0	0	0	0	0
MD	93	1	0	0	0	0	0	0	0	2	0	1
MA	18	1	1	0	5	0	0	0	1	28	0	0
MI	16	5	0	0	0	0	0	0	7	5	0	0
MN	12	0	1	0	0	0	0	0	0	0	2	0
MT	0	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0	1	0	0
NJ	26	2	4	0	0	0	0	0	0	4	0	0
NM	0	0	0	0	0	0	0	0	0	0	0	0
NY	192	17	1	2	31	0	22	0	9	176	1	11
ND	0	0	0	0	0	0	0	0	0	0	0	0
OH	10	0	0	0	0	0	0	0	2	13	0	0
OK	3	0	0	0	0	0	0	0	0	11	0	0
OR	4	0	0	0	0	0	0	0	0	1	0	0
PA	46	5	0	0	0	0	0	0	3	13	0	0
RI	113	0	0	0	0	0	0	0	0	0	0	0
TN	0	0	0	0	0	0	0	0	0	120	0	0
TX	16	9	0	0	1	0	0	0	1	23	0	1
VA	23	9	5	0	0	0	0	0	2	10	0	0
UT	0	0	0	0	0	0	0	0	0	0	0	0
WA	1	0	1	0	0	0	0	0	1	8	0	0
WI	1	0	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	706	69	66	2	83	3	22	4	32	797	3	19

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	MALTA	MARANHO	MARSHALL ISLANDS	MAURITANIA	MAURITIUS	MEXICO	MICRONESIA	MONGOLIA	MONACO	MONTSERRAT	MOROCCO
AZ	0	0	8	0	0	12286	0	0	0	0	1
CA	0	0	0	0	0	177219	6	0	0	0	14
CO	0	0	0	0	0	1372	0	0	0	0	0
CT	0	0	0	0	0	114	0	0	0	1	0
DC	0	0	0	0	0	82	0	0	0	0	8
FL	0	0	0	0	0	2022	0	0	0	0	4
GA	0	0	0	0	0	906	0	0	0	0	0
HI	0	0	1	0	1	11	0	0	0	0	0
IL	0	0	0	0	0	18255	0	0	0	0	2
IA	0	0	0	0	0	102	0	0	0	0	0
ID	0	0	0	0	0	441	0	0	0	0	0
KS	0	0	0	0	0	430	0	0	0	0	0
LA	0	0	0	0	0	140	0	0	0	0	0
ME	0	0	0	0	0	0	0	0	0	0	0
MD	0	0	0	0	0	301	1	0	0	0	1
MA	0	0	0	0	0	154	0	0	0	0	3
MI	0	0	0	0	0	252	0	0	0	0	0
MN	0	0	0	0	0	185	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	182	2	0	0	0	0
NJ	1	0	0	0	0	884	0	0	0	0	4
NM	0	0	0	0	0	3112	0	0	0	0	0
NY	16	0	0	3	0	3998	0	7	0	2	50
ND	0	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	0	0	24	0	0	0	0	0
OK	0	0	0	0	0	220	0	0	0	0	0
OR	0	0	1	0	0	1680	0	0	0	0	0
PA	0	0	0	1	0	21	0	0	0	0	1
RI	0	0	0	0	0	8	0	0	0	0	0
TN	0	2	0	0	0	120	0	0	0	0	0
TX	0	0	0	0	0	31494	0	0	1	0	1
VA	0	0	0	0	2	245	0	0	18	0	0
UT	0	0	0	0	0	1506	0	0	0	0	0
WA	0	0	0	0	0	3367	0	0	0	0	1
WI	0	0	0	0	0	446	0	0	0	0	0
GUAM	0	0	30	0	0	0	892	0	0	0	0
PUERTO RICO	0	0	0	0	0	65	0	0	0	0	0
TOTAL	17	2	40	4	3	261,664	901	7	19	3	90

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	MOZAMBIQUE	MYANMAR	NAMIBIA	NEPAL	NETHERLANDS	NETHERLANDS ANTILLES	NEW CALEDONIA	NEW GUINEA	NEW ZEALAND	NICARAGUA
AZ	0	0	0	6	12	0	0	0	0	22
CA	5	0	0	9	69	0	0	2	71	4212
CO	2	0	2	1	0	0	0	0	0	1
CT	0	0	0	0	0	0	0	0	1	40
DC	1	0	0	4	0	0	0	2	2	128
FL	0	0	0	0	26	9	0	0	4	4000
GA	0	0	0	0	0	0	1	0	0	7
HI	0	0	0	0	0	0	0	0	4	0
IL	1	0	0	5	7	0	0	3	3	88
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	1
LA	0	0	0	0	1	0	0	0	0	299
ME	0	0	0	0	0	0	0	0	0	0
MD	0	0	0	5	3	0	0	0	4	378
MA	1	0	0	3	7	0	0	0	1	50
MI	0	0	0	0	0	0	0	0	0	2
MN	0	0	0	0	1	0	0	0	0	5
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	0	3
NJ	1	1	0	1	10	0	0	0	0	168
NM	0	0	0	0	0	0	0	0	0	0
NY	7	0	1	27	35	22	0	0	5	540
ND	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	0	0	0	0	0	0	11
OK	0	0	0	0	0	0	0	0	0	0
OR	1	0	0	0	1	0	0	0	0	16
PA	0	0	0	2	4	0	0	0	0	35
RI	0	0	0	0	1	0	0	0	0	0
TN	0	0	0	0	0	0	0	0	1	5
TX	0	0	0	0	8	0	0	0	0	193
VA	0	0	0	15	1	0	0	0	1	273
UT	0	0	0	0	0	0	0	0	0	0
WA	0	0	0	0	4	0	0	0	0	22
WI	0	0	0	0	0	0	0	0	0	20
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	3
TOTAL	19	1	3	78	190	31	1	7	97	10,522

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	NIGER	NIGERIA	NORTH KOREA	NORWAY	OCEANA	OKINAWA	OMAN	PAKISTAN	PALESTINE	PANAMA	PAPUA NEW GUINEA
AZ	0	0	0	0	0	1	0	11	0	24	0
CA	0	83	0	48	0	0	0	739	8	452	0
CO	0	1	0	0	0	0	0	6	0	4	0
CT	0	5	0	0	0	0	0	49	0	4	0
DC	0	74	0	3	0	0	0	15	2	18	0
FL	2	69	0	13	1	0	0	154	1	323	0
GA	0	18	0	2	0	0	0	61	0	11	0
HI	0	0	0	0	0	0	0	0	0	9	0
IL	0	62	0	6	0	0	5	101	45	32	0
IA	0	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0
KS	0	1	0	0	0	0	0	0	0	0	0
LA	0	11	0	1	0	0	0	21	17	8	0
ME	0	0	0	0	0	0	0	0	0	0	0
MD	0	64	0	0	0	0	0	134	0	22	0
MA	0	12	0	7	0	0	0	42	0	16	0
MI	0	6	0	0	0	0	0	17	2	2	0
MN	0	3	0	4	0	0	0	1	1	2	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	11	0	2	0
NJ	0	21	0	6	0	0	0	177	12	50	0
NM	0	0	0	0	0	0	0	13	0	0	0
NY	18	366	0	69	0	0	1	1586	1	688	13
ND	0	0	0	0	0	0	0	0	0	0	0
OH	0	8	0	0	0	0	0	17	6	5	0
OK	0	1	0	0	0	0	0	0	0	1	0
OR	0	5	0	0	0	0	0	2	0	3	0
PA	0	12	0	0	0	0	0	46	0	17	0
RI	0	31	0	0	0	0	0	0	0	1	0
TN	0	4	0	1	0	0	0	7	0	9	0
TX	0	58	0	6	0	0	0	419	0	37	0
VA	0	10	104	1	0	0	0	392	2	14	0
UT	0	0	0	4	0	0	0	13	0	1	0
WA	0	1	0	7	0	0	0	70	0	13	0
WI	0	0	0	0	0	0	0	12	0	2	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	5	0
TOTAL	20	926	104	178	1	1	6	4,116	97	1,775	13

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	PARAGUAY	PERU	PHILIPPINES	POLAND	POLYNESIA	PORTUGAL	PUERTO RICO	QATAR	ROMANIA	RWANDA	SAIPAN
AZ	0	12	122	19	0	3	0	0	26	0	0
CA	47	1219	14167	410	0	416	0	8	873	0	0
CO	0	11	11	4	0	0	0	0	3	0	0
CT	0	93	21	383	0	206	0	0	39	0	0
DC	3	32	77	7	0	6	30	0	10	1	0
FL	9	638	157	117	1	36	0	0	120	0	0
GA	3	20	9	15	0	0	0	0	16	0	0
HI	1	0	1863	0	1	0	0	0	0	0	0
IL	0	92	1029	3067	0	9	4	1	626	0	0
IA	0	0	0	0	0	0	0	0	0	0	0
ID	0	1	0	0	0	5	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0	0
LA	0	12	24	5	0	0	37	0	2	0	0
ME	0	0	0	3	0	0	0	0	2	0	0
MD	28	184	230	57	0	40	0	0	10	0	0
MA	0	69	104	83	0	394	0	0	20	0	0
MI	0	0	13	172	0	0	8	0	202	4	0
MN	0	2	25	9	0	1	1	0	10	0	0
MT	0	0	0	0	0	0	0	0	0	0	0
MO	0	0	1	14	0	0	0	0	17	0	0
NJ	5	939	418	392	0	1518	0	0	20	0	0
NM	0	0	9	17	0	50	1	0	0	0	0
NY	189	1324	1031	1197	0	450	0	1	538	0	0
ND	0	0	0	0	0	0	0	0	9	0	0
OH	0	11	24	17	0	0	0	0	94	0	0
OK	0	2	1	0	0	0	0	0	0	0	0
OR	0	7	33	2	0	0	3	1	80	0	0
PA	2	11	82	117	0	60	0	0	23	2	0
RI	0	7	14	51	0	356	0	0	0	0	0
TN	1	1	4	11	0	0	8	0	9	0	0
TX	2	86	218	21	0	0	43	0	16	0	0
VA	4	259	289	15	0	34	40	0	5	0	0
UT	0	3	53	5	0	12	41	0	3	0	0
WA	0	7	412	72	0	9	0	0	110	0	2
WI	0	0	5	12	0	0	0	0	1	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	8	0	0	0	0	0	0	0	0	0
TOTAL	294	5,250	20,446	6,294	2	3,607	216	11	2,884	7	2

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	SAMOA	SAN MARINO	SAN SALVADOR	SAUDI ARABIA	SCOTLAND	SENEGAL	SEYCHELLES	SIERRA LEONE	SINGAPORE	SOLOMON ISLANDS
AZ	2	0	0	7	1	0	0	0	0	0
CA	0	0	0	352	0	3	3	11	59	0
CO	2	0	0	4	0	0	0	0	0	0
CT	0	0	16	2	1	0	0	0	0	0
DC	0	0	0	3	0	3	0	24	2	0
FL	0	0	0	33	3	1	0	7	0	0
GA	0	0	0	15	1	0	0	7	0	0
HI	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	52	0	2	0	5	3	0
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	8	0	0	0	0	0	0
ME	0	0	0	0	0	0	0	0	0	0
MD	0	0	0	5	0	3	0	100	3	0
MA	0	9	0	41	9	11	0	0	1	0
MI	0	0	0	15	0	0	0	4	2	0
MN	0	0	0	1	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0
MO	1	0	0	0	0	0	0	0	0	0
NJ	0	0	0	28	0	0	1	3	1	0
NM	0	0	0	0	1	0	0	0	0	0
NY	0	0	0	175	4	22	4	36	19	7
ND	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	15	0	1	0	1	0	0
OK	0	0	0	0	0	0	0	0	0	0
OR	0	0	0	4	0	1	0	0	0	0
PA	0	0	0	5	0	0	0	13	0	0
RI	0	0	0	5	0	29	0	0	0	0
TN	0	0	0	0	0	0	0	0	0	0
TX	0	0	69	31	0	0	0	0	0	0
VA	0	0	0	40	0	4	1	33	9	0
UT	263	0	0	0	0	0	0	0	1	0
WA	143	0	0	22	0	0	0	0	0	0
WI	0	0	0	2	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	411	9	86	863	20	80	9	244	100	7

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	SOMALIA	SOUTH AFRICA	SOUTH KOREA	SOUTH YEMEN	SPAIN	SRI LANKA	ST. ANDREWS	ST. MARTIN	ST. VINCENT	ST.KITS-NEVIS
AZ	1	16	0	0	19	0	0	0	0	0
CA	0	51	0	0	322	77	0	0	0	0
CO	0	3	0	0	1	0	0	0	0	0
CT	1	7	0	0	3	1	0	1	1	2
DC	10	12	0	0	6	14	0	1	3	0
FL	0	12	0	3	109	5	0	5	5	36
GA	19	1	0	0	12	0	0	0	0	0
HI	0	0	0	0	9	0	0	0	0	0
IL	4	27	0	0	53	7	0	0	0	0
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	1	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	0	4	1	0	0	0	0
ME	13	0	0	0	0	0	0	0	0	0
MD	9	7	0	0	12	19	0	0	1	0
MA	1	36	0	0	31	5	0	0	0	0
MI	4	5	1	0	7	0	0	0	0	0
MN	6	1	0	0	1	2	0	0	0	0
MT	0	0	0	0	0	0	0	0	0	0
MO	29	0	0	0	0	0	0	0	0	0
NJ	4	11	0	0	200	14	0	0	0	2
NM	0	0	0	0	0	0	0	0	0	0
NY	11	106	6	17	321	108	1	5	300	67
ND	4	0	0	0	0	0	0	0	0	0
OH	1	0	0	0	0	3	0	0	0	0
OK	0	0	0	0	3	0	0	0	0	0
OR	3	1	93	0	3	2	0	0	0	0
PA	4	7	0	0	3	0	0	0	0	0
RI	0	1	1	0	0	1	0	0	0	0
TN	12	0	0	0	1	0	0	0	0	0
TX	0	9	0	0	25	2	0	0	0	0
VA	9	7	975	0	20	6	0	0	0	0
UT	0	338	0	0	1189	0	0	0	0	0
WA	14	0	0	0	5	1	0	0	0	0
WI	2	0	0	0	1	2	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	12	0	0	0	0	0
TOTAL	161	658	1,076	20	2,373	270	1	12	310	107

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	ST.LUCIA	SUDAN	SURINAM	SWAZILAND	SWEDEN	SWITZERLAND	SYRIA	TAIWAN	TANZANIA	THAILAND	TIBET	TOGO
AZ	0	0	0	0	6	3	1	36	0	25	0	0
CA	0	69	3	0	144	58	188	4502	2	4474	1	0
CO	0	1	0	1	0	0	0	7	0	32	1	0
CT	15	1	0	1	0	0	1	8	0	28	0	0
DC	0	7	0	2	1	0	1	7	4	8	0	1
FL	29	5	35	0	34	6	8	41	2	57	0	0
GA	0	2	0	0	3	0	4	48	1	62	0	0
HI	0	0	0	0	0	0	0	412	0	14	0	0
IL	0	9	0	0	16	7	59	62	3	206	0	0
IA	0	0	0	0	0	0	0	0	0	27	0	0
ID	0	0	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	1	0	0
LA	0	1	0	0	0	2	5	17	0	5	0	0
ME	0	10	0	0	0	0	0	0	0	0	0	0
MD	0	12	1	1	3	2	3	180	1	39	0	2
MA	0	1	1	0	10	10	44	123	2	399	1	0
MI	0	0	0	0	4	3	15	4	0	7	0	0
MN	0	2	0	0	6	0	0	3	2	277	0	0
MT	0	0	0	0	0	0	0	0	0	2	0	0
MO	0	7	0	0	0	0	0	0	0	0	0	0
NJ	0	1	2	0	6	3	90	170	2	16	0	0
NM	0	0	0	0	0	0	0	3	0	90	0	0
NY	184	21	82	7	20	25	111	950	28	202	0	15
ND	0	0	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	0	0	0	6	11	3	21	0	0
OK	0	0	0	0	0	0	0	0	0	2	0	0
OR	0	2	0	0	3	0	0	12	0	14	0	0
PA	0	21	0	0	0	0	10	2	3	277	0	1
RI	0	3	0	0	4	1	4	0	0	3	0	0
TN	0	0	0	0	0	2	0	9	0	28	0	0
TX	1	19	0	0	1	3	9	149	2	83	0	0
VA	0	19	0	0	0	0	6	105	1	123	0	0
UT	0	0	0	0	2	0	0	43	0	0	0	0
WA	0	1	0	0	1	0	8	63	0	59	0	0
WI	0	0	0	0	0	0	0	0	0	157	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	229	214	124	12	264	125	573	6,967	56	6,738	3	19

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	TOKELAU ISLAND	TONGA	TRINIDAD	TRUK-MOEN ISLAND	TRUST TERRITORIES	TUNISIA	TURKEY	TURKS/CAICOS	UGANDA	UKRAINE
AZ	0	1	0	0	0	0	3	0	0	0
CA	0	201	29	0	0	2	83	0	7	0
CO	0	0	0	0	0	0	0	0	0	0
CT	0	0	31	0	0	0	9	0	0	8
DC	0	0	31	0	0	0	2	0	3	0
FL	0	0	544	0	0	0	17	26	0	0
GA	0	0	8	0	0	0	12	0	3	0
HI	2	31	0	0	2	0	0	0	0	0
IL	0	0	16	0	0	0	27	0	3	22
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	0	0	0	3	0	1	0
ME	0	0	0	0	0	0	1	0	4	0
MD	0	0	105	0	0	3	13	0	8	2
MA	0	0	7	0	0	2	27	0	1	2
MI	0	0	2	0	0	0	0	0	2	1
MN	0	0	3	0	0	0	21	0	0	3
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	0	0	0	2	0
NJ	0	0	62	0	0	0	65	0	1	0
NM	0	0	0	0	0	0	0	0	0	0
NY	0	0	4212	0	0	14	202	2	12	0
ND	0	0	0	0	0	0	0	0	0	0
OH	0	0	2	0	0	1	5	0	0	101
OK	0	0	0	0	0	0	0	0	0	0
OR	0	0	0	1	0	0	0	0	0	0
PA	0	0	9	0	0	2	3	0	0	32
RI	0	0	0	0	0	0	2	0	0	17
TN	0	0	0	0	0	0	3	0	0	0
TX	0	0	19	0	0	2	9	0	0	0
VA	0	0	23	0	0	7	24	0	0	0
UT	0	641	0	0	0	0	1	0	0	1
WA	0	18	0	3	0	0	5	0	0	124
WI	0	0	0	0	0	0	1	0	3	0
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	2	892	5,103	4	2	33	538	28	50	313

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	UNITED ARAB EMIRATES	URUGUAY	USSR	UZBEKISTAN	VENEZUELA	VIETNAM	VIRGIN ISLANDS	WALES	WEST BEKAA	WEST INDIES
AZ	0	0	49	1	17	238	0	0	0	0
CA	17	36	6674	0	289	19204	0	0	0	30
CO	0	0	118	0	2	264	0	0	0	0
CT	2	1	28	0	20	139	0	0	0	49
DC	0	6	55	0	9	211	2	0	0	0
FL	2	46	171	0	546	386	1	2	0	9
GA	2	7	198	0	30	725	0	0	0	0
HI	0	0	0	0	1	160	0	0	0	0
IL	8	7	1207	0	29	734	0	7	0	12
IA	0	0	0	0	0	1	0	0	0	0
ID	0	0	15	0	0	0	0	0	0	0
KS	0	0	1	0	0	373	0	0	0	0
LA	0	4	8	0	16	1227	0	0	0	0
ME	0	0	37	0	0	77	0	0	0	0
MD	3	6	423	0	54	780	0	1	0	0
MA	2	32	1078	0	84	1678	0	0	0	0
MI	3	2	49	0	6	272	1	0	1	0
MN	0	2	94	0	1	485	0	0	0	2
MT	0	0	0	0	0	4	0	0	0	0
MO	0	0	67	0	4	342	0	0	0	0
NJ	2	93	290	0	233	212	0	0	0	11
NM	0	0	0	0	0	178	0	0	0	0
NY	25	107	8544	0	733	1381	157	0	0	502
ND	0	0	13	0	0	152	0	0	0	0
OH	5	2	67	0	13	195	0	0	0	0
OK	0	0	0	0	4	123	0	0	0	0
OR	0	0	782	0	4	615	0	0	0	0
PA	3	0	813	0	24	996	0	0	0	0
RI	0	0	49	0	17	11	1	0	0	1
TN	0	0	45	0	11	363	0	0	0	0
TX	10	14	30	0	77	1490	0	0	0	7
VA	11	5	44	2	38	1424	0	0	0	8
UT	0	1	15	0	1	287	0	0	0	0
WA	0	0	706	1	1	1891	0	0	0	0
WI	0	0	8	0	8	53	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	34	0	0	0	0	0
TOTAL	93	371	21,678	4	2,304	36,829	162	10	1	629

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	WESTERN SAHARA	WESTERN SAMOA	YAKIMA	YEMEN	YUGOSLAVIA	ZAIRE	ZAMBIA	ZIMBABWE	OTHER AFRICA	OTHER ASIA
AZ	0	0	2	1	16	0	0	0	6	0
CA	0	147	0	93	151	17	13	3	362	27
CO	0	0	0	0	0	0	0	0	0	0
CT	0	0	0	0	6	0	0	2	3	0
DC	0	0	0	0	4	21	5	2	0	0
FL	1	0	0	1	45	1	4	0	0	0
GA	0	0	0	2	2	1	3	1	18	0
HI	0	0	0	0	3	0	0	0	0	0
IL	0	0	0	46	179	5	15	0	36	0
IA	0	0	0	0	0	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0
KS	0	0	0	0	0	0	0	0	0	0
LA	0	0	0	0	2	0	0	0	0	0
ME	0	0	0	0	0	0	0	0	0	2
MD	0	0	0	0	7	13	0	0	0	0
MA	0	0	0	4	13	7	3	6	0	0
MI	0	0	0	447	146	0	2	3	4	0
MN	0	0	0	0	0	0	1	0	12	0
MT	0	0	0	0	0	0	0	0	0	0
MO	0	0	0	0	0	3	0	0	0	0
NJ	0	0	0	5	84	2	5	1	28	0
NM	0	0	0	0	0	0	0	0	0	0
NY	0	3	0	454	690	32	27	4	2	0
ND	0	0	0	0	0	0	0	0	0	0
OH	0	0	0	0	14	1	0	0	8	0
OK	0	0	0	0	0	4	0	0	0	0
OR	0	0	0	0	0	3	4	0	0	0
PA	0	0	0	0	19	5	5	1	0	0
RI	0	0	0	0	0	0	0	0	0	0
TN	0	0	0	0	0	4	0	0	0	0
TX	0	0	0	0	15	0	0	0	25	0
VA	0	0	0	6	2	0	2	1	0	5
UT	0	0	0	0	5	0	0	0	0	0
WA	0	0	0	1	4	0	0	0	47	4
WI	0	0	0	0	10	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
TOTAL	1	150	2	1,060	1,417	119	89	24	551	38

*Two U.S. Territories were included in the 1991-92 school year.

EIEA PARTICIPANTS BY STATE* AND COUNTRY OF ORIGIN FOR THE 1991-92 SCHOOL YEAR

STATE	OTHER EUROPE	OTHER LATIN AMERICA	OTHER MIDDLE EAST	OTHER	TOTAL
AZ	0	0	0	0	14,240
CA	3	138	111	0	318,833
CO	0	0	0	0	2,073
CT	0	0	0	0	3,857
DC	0	0	0	7	3,679
FL	0	0	0	0	32,998
GA	0	0	0	0	3,986
HI	0	0	0	56	2,987
IL	0	137	30	0	34,122
IA	0	0	0	0	186
ID	0	0	0	0	486
KS	0	0	0	0	1,021
LA	0	0	0	0	3,420
ME	0	19	0	0	257
MD	0	0	0	27	8,663
MA	0	0	0	0	17,334
MI	0	0	0	0	2,879
MN	0	6	0	0	3,150
MT	0	0	0	0	120
MO	0	0	0	0	847
NJ	0	0	5	0	19,500
NM	0	0	0	0	3,827
NY	0	0	0	0	111,321
ND	0	0	0	0	315
OH	0	0	0	0	1,480
OK	0	0	0	0	408
OR	0	0	0	0	3,788
PA	0	0	1	4	4,732
RI	0	3821	0	0	7,586
TN	0	0	0	0	1,508
TX	0	10	0	686	40,561
VA	0	2	0	0	10,812
UT	0	1	0	1134	6,432
WA	0	0	5	350	11,630
WI	0	0	0	0	1,580
GUAM	0	0	0	0	922
PUERTO RICO	0	135	0	313	3,013
TOTAL	3	4,069	152	2,577	684,293

*Two U.S. Territories were included in the 1991-92 school year.

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SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year Two
(Volume VI)

Task Orders Seven, Eight, and Nine

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September 30, 1994

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II. Description of Task Order DO80 Products.

III. Description of Task Order DO90 Products.

SPECIAL ISSUES ANALYSIS CENTER

Task Order DO70 Report

An Examination of Assessment of Limited English Proficent Students

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I. INTRODUCTION

A. Background

The publication of *A Nation at Risk* (1983) focused attention on the need to restructure the practices of our educational system. Findings that U.S. students lag far behind students in other countries prompted a broadly shared concern regarding the level of skills of students exiting our educational institutions and entering the workforce. In response to this concern, the decade of the 80's produced substantial efforts toward educational reform. The definition of the six National Education Goals in 1989 focused these efforts by identifying specific objectives for the nation to achieve by the year 2000. Now, as we head well into the 90's, more recent legislative initiatives, such as reflected in the proposed reauthorization of the Elementary and Secondary Education Act (ESEA), emphasize the need for full opportunity for every child--including limited English proficient (LEP) children and others with special needs--to achieve at high levels (Garcia, 1994). These expectations for achievement are being made more specific as a variety of groups and organizations carry out efforts to define national standards in a range of content areas.

The principle of inclusion of all children in effective instruction is an important element in the recently proposed ESEA legislation. In the case of LEP students, the need to ensure their full participation in effective instruction is seen in their growing numbers. Data from the 1990 Census show that about 16 percent of the 91.7 million households in the U.S. are households in which a language other than English is used; about half of the language minority households include children under 18 years of age (Waggoner, 1994). Recent data show that LEP students in grades K-12 now number approximately 2.3 million (Fleischman and Hopstock, 1993)--an increase of one million since the last such estimate made in fall of 1983--and represent 5.5 percent of all students in grades K-12 in public schools across the country. Clearly, as we move closer to the year 2000, the debate on how to best promote high achievement for all students must address questions specific to language minority and LEP students (LaCelle-Peterson and Rivera, 1994).

There has been considerable recent attention by educational policy-makers and practitioners to the issues of why, when, and how limited English proficient (LEP) students should be assessed. Two particular trends in the educational reform movement have spurred this attention. One trend has involved the reexamination of existing educational assessment measures and practices in terms of their relationship to effective instruction, their fairness to minority populations, and their use in making decisions about specific students. The second trend has been related to the development of educational standards for students, leading to questions of when and how standards and related assessments should be applied to LEP students.

B. Purpose of the Report

The purpose of this report is to examine assessment instruments and practices and to review issues related to assessment of LEP students. It is critical to examine these issues now, as major steps are being taken toward: (1) the redesign of assessment approaches; and (2) definition of standards and new national assessment systems. Given their increasingly large representation in schools today, issues related to language minority and LEP students should be included early on in the efforts to define new assessments, especially those related to national standards (DeAvila, 1994).

The report begins by considering three key issues related to the assessment of LEP students, and then discusses the various purposes of assessment and the important concerns related to those purposes. The next chapters present examinations and comparisons of the most frequently used language proficiency tests and standardized academic achievement tests. These are followed by a discussion of more recent directions in assessment and the implications of these newer efforts for LEP students. The final chapter presents conclusions and recommendations for the assessment of LEP students.

II. ISSUES RELATED TO THE USE OF ASSESSMENT

Inclusion of LEP students in assessment is currently being discussed within three key sets of issues: (1) inclusion of LEP students in assessment as part of effective and challenging instruction that promotes the development of high levels of achievement; (2) appropriate inclusion of LEP students within assessments that determine student placement or eligibility for services; and (3) inclusion of LEP students within assessments that examine accountability (of programs, schools, districts, etc.). Overall, the issue is equity for LEP students.

A. Inclusion of LEP Students in Effective Instruction: Is Assessment Reform Also Instructional Reform?

A first question regarding assessment concerns the relationship between assessment and instruction. One of the criticisms of current standardized tests (discussed further in Section VII below) is that tests begin to drive instruction and change the nature of the curriculum as teachers "teach to the test". This has been an unwanted outcome of the standardized tests, resulting in lower levels of instruction for students.

For this reason, assessment reform is seen by many as critical to instruction, due to the very powerful effect that assessment has on the nature of instruction (Darling-Hammond, 1994). According to this view, if assessment methods themselves are directed toward the same skills that should be developed, then quality instruction is more likely to occur, even if teachers "teach the test." Darling-Hammond (1994) defines this as "consequential validity." This refers to the positive impact of an assessment tool on the teaching and learning process. In this way, "teaching to the test" is turned toward more positive outcomes.

The use of newer forms of assessment (e.g., performance assessment, alternative assessment) is expected to promote more effective classroom instruction. This is instruction that is focused on more authentic student-centered learning, development of higher order thinking skills, and constructivist approaches to learning. These types of instructional approaches, which are consistent with use of alternative assessments, are expected to be effective for all students. However, they should be especially beneficial to LEP students. For example, instructional tasks and contexts described as "authentic" are also the types of settings in which LEP students will experience more opportunities for meaningful language use, for contextual support for learning, and for participation in instruction and assessment through a variety of formats. The use of alternative assessment is viewed as a potentially strong and effective agent of change toward these effective instructional approaches.

The use of alternative assessments will not resolve all problems, however. If alternative assessments are implemented, then there are additional issues to consider. For example, it is very likely that the use of alternative assessments will require even more language use by students in responding to the assessment tasks (Secada, 1994). Will LEP students therefore be placed at a greater disadvantage in alternative assessment tasks? An additional question concerns the linkage between the assessments used and the curriculum received by LEP students. For example, if LEP students do not receive instruction that provides for student-directed instructional activities, a focus on higher order cognitive tasks, or opportunities for hands-on problem-solving activities, then use of performance assessment tasks for LEP students will not be as appropriate and outcomes obtained will be less valid That is, performance assessment tasks will not be fair for LEP students who have not been exposed to these types of instructional activities. The relationship between the contexts and activities presented in the assessment tasks and those the student typically encounters in the classroom can be a critical one.

B. Assessment in Support of Educational Decision-Making for LEP Students: How Should Assessment Be Used to Determine Eligibility and Placement?

Assessment is used to support decisions regarding the education of students. For LEP students, assessment first involves identification as a LEP student who is eligible for special language-related services. Assessment also is used to determine student placement, to determine eligibility for other special programs, to reclassify students from LEP status, and to make decisions regarding promotion or graduation. In these uses, the important decisions that are made affect subsequent opportunities for students.

Initial assessment that identifies a student as LEP provides important access to special services. However, at the same time, assessment and classification as LEP may also limit the student in terms of future opportunities and unfairly exclude LEP students from other opportunities, such as for advanced or other special instruction. Research on use of assessment has shown that LEP students are often assessed and inappropriately placed within special education, where they are more likely to receive low level instruction and less challenging content. Similarly, the use of single assessment measures that are inappropriate to LEP students may be the only means of qualifying for gifted and talented instruction or other instructional opportunities. Decisions regarding promotion or graduation are similarly critical to future opportunities for LEP students. Lack of a high school diploma will make finding employment more difficult, yet promotion or graduation decisions may be made based on assessment measures that are not appropriate to the LEP student.

It is preferable to base decisions regarding a student's education on multiple measures. Ortiz and Wilkinson (1990) have demonstrated the effect of using multiple approaches and more appropriate assessment methods. In their research, they show that with better "prereferral intervention," inappropriate assignment of LEP students to special education can be decreased. Even with multiple measures, however, there are a number of questions which need to be addressed: What specific tests are most apropriate for use? To what extent should native language testing be used? Who makes decisions using the multiple measures, and what criteria should be used? How should the various measures be weighted in making placement decisions? Without appropriate responses to these issues, multiple measures may not lead to more valid decision-making.

C. Assessment for Accountability: To What Extent Should LEP Students Be Included?

The large-scale assessment programs that have increased over recent years are designed to serve purposes of program evaluation or school/district accountability. In these, there have been serious questions raised regarding the appropriateness of testing for LEP students. There is first of all a concern for the LEP students, who are being required to take a test for which their level of English is not sufficient. Yet, it may not be any more beneficial to the students to be tested in their native language if that has not been the language of instruction.

A second issue concerns the LEP students' access to the same curriculum received by non-LEP students. For example, instruction received by LEP students may be slower paced or changed in other ways and LEP students may not have access to the same content courses (Minicucci and Olsen, 1992). If the curriculum which is assumed for the test has not been received by the LEP students, then the outcomes obtained for LEP students will not provide for valid comparisons.

As a third issue, there are criticisms that the tests are not fair for LEP students in that they are culturally biased in favor of mainstream, middle class values and experiences. This criticism is made both in reference to test item content and to the structure of the assessments themselves (e.g., the use of timed tests in which students must understand that their best performance within a limited period of time is required).

A fourth issue concerns the legacy of misuse of testing with language minority populations (e.g., Hakuta, 1986). Past experiences in which test results from language minority students have been inappropriately interpreted has generated a mistrust of large-scale testing. Thus, the issue of inclusion of LEP students within large-scale testing has been controversial. At the program and classroom level, in particular, educators who work with LEP students are concerned that inclusion of their LEP students in tests will not benefit the students and may only hurt them through misinterpretation of the test results. Thus they are often reluctant to include their students.

However, exemption or exclusion of LEP students from testing is not the answer either. If they are not included in large-scale testing, then LEP students drop out of the accountability picture completely. If LEP students' progress is not followed, then institutions will not be held responsible for the students' performance. Particularly if there is interest in national measures of student performance to inform policy at the broader state or federal levels, LEP students cannot be exempted if the assessments are to be considered as valid national indicators of student performance levels. If LEP students are included in large-scale assessments, however, there are further issues of how to ensure that assessment outcomes are appropriately reported and interpreted, and that they are used to ultimately benefit LEP students.

Part of this effort requires a clearer understanding on the part of all--those in the classrooms and schools, as well as those in district, state, and federal offices--regarding the purposes of specific assessments and the appropriate forms of assessment for different purposes. These concerns are addressed in the next section.

III. THE PURPOSES OF ASSESSMENT

Underlying the assessment issues presented in the previous section are certain assumptions about the purposes of assessment. It is broadly acknowledged that there are multiple purposes for LEP student assessment, but what is less likely to be acknowledged is that the types of assessment used for one purpose may not be useful or applicable for another purpose. In considering the value of assessment, in determining the appropriate approach to be used in assessment, and in designing its implementation, the purpose or purposes of a specific assessment should be of central importance. If the purpose(s) of a specific assessment are not kept clearly in mind, it is quite possible that the assessment will not provide the type of information needed.

There have been a number of attempts to categorize the purposes of LEP student assessment. In general those purposes can be categorized within two broad categories: (1) assessment focused on individuals; and (2) assessment focused on groups. In order to further clarify the role of purpose in this discussion of assessment of LEP students, nine major purposes of assessment within those two categories are defined. The purposes are as follows:

Individual

1. To initially determine whether a student is LEP -- **Identification**.
2. To assign a student to appropriate services -- **Placement**.
3. To determine a student's language-specific skills and weaknesses -- **Language Assessment**.
4. To regularly determine a student's academic progress, skills, and weaknesses relevant to the content curriculum -- **Academic Assessment**.
5. To review a student's service placement -- **Placement Review**.
6. To review a student's LEP status -- **Exit**.

Group

7. To assess class progress relevant to the curriculum -- **Instructional Assessment**.
8. To assess the effectiveness of particular instructional interventions or programs -- **Program Evaluation**.
9. To assess student achievement levels within specific schools or districts -- **Accountability**.

There are diverse audiences for information from assessment designed for these various purposes. Assessments for the purposes of identification, placement, placement review, and exit primarily serve school and district administrators. Assessments for the purposes of language assessment, academic assessment, and instructional assessment primarily serve teachers. Assessments for the purposes of program evaluation and accountability primarily serve education policy-makers at local, state, and federal levels.

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Many analysts would suggest that **Identification** and **Exit**, and **Placement** and **Placement Review** have much in common, and thus could be combined in this categorization. Research evidence (e.g., Hopstock et al., 1993) suggests that different methods and procedures are used to address these purposes, however, and thus they are included separately in this presentation.

The importance of recognizing these distinct purposes of LEP student assessment becomes obvious when the characteristics of different assessments are described. Listed below are some characteristics or components of LEP student assessment which can vary across specific individual assessments, depending on the purposes.

Content Areas Tested

1. Testing of English language proficiency.
2. Testing of native language proficiency.
3. Testing of achievement in academic subjects

Nature of English Language Proficiency Testing

4. Testing of all modalities of proficiency (listening, speaking, reading, and writing).
5. Testing of academic language proficiency vs. basic interpersonal language skills.
6. Assessment of specific language skills and weaknesses.

Nature of Native Language Proficiency Testing

7. Testing of all modalities of proficiency (listening, speaking, reading, and writing).
8. Testing of academic language proficiency vs. basic interpersonal language skills.
9. Assessment of specific language skills and weaknesses.

Nature of Tests of Academic Achievement

10. **Relevance of testing** to actual school curricula.
11. **Standardization of testing** content across students/schools/districts.
12. **Testing of higher** level thinking skills vs. isolated facts.
13. **Testing of knowledge** and skills which students can apply to their lives.
14. **Testing requiring** student products (performance tasks, portfolios) vs. simple, stylized responses (e.g., multiple choice tests).
15. Testing of academic achievement in English.
16. Testing of academic achievement in the native language.

Test Characteristics

17. Documented reliability and validity of measurement.
18. Alternate forms/versions of test for multiple testing.
19. Limited testing/training time required.
20. Quick feedback on testing results to guide instruction.

In Table 1, the importance of these various characteristics/components for each of nine purposes of LEP student assessment (individual and group) is rated. The ratings are made based on the case of a bilingual education program in which LEP students are receiving instruction through significant use of their native language. In the table, each characteristic of assessment is rated as very important (V), moderately important (M), or not very important (N) for each of the assessment purposes. The ratings given in the table represent one possible consensus (based on the authors' discussion); the specific ratings assigned are certainly arguable. The point of the table, however, is to illustrate that the importance of characteristics varies across assessment purposes. This is clearly seen by reading down one column for any one rating purpose and comparing the ratings with those assigned under another column, i.e., for a different purpose. It is clear that decisions regarding assessment can be very different when the purposes of the assessment vary.

There are at least three conclusions which should be drawn from the table. First, researchers and policy-makers who offer suggestions concerning LEP student assessment should specify the type of assessment to which they are referring. Suggestions concerning placement testing may have limited relevance for program evaluation or accountabilty purposes. Second, individuals designing LEP student assessments should be very conscious of the purposes of those assessments, and design assessments which are relevant to those purposes. For example, if quick feedback is required for the purpose of instructional assessment, a testing program without cumbersome scoring procedures or requiring specially trained raters should be used. Third, if a particular assessment is to serve more than one purpose, the tradeoffs among those purposes should be clearly recognized, and a consciously chosen compromise should be made. The optimal assessments for academic assessment are **not** the same as the optimal assessments for accountability, so if both purposes must be addressed by the same assessment, the tradeoffs should be carefully examined. Thus, for example, assessments relating to national standards may be intended to be used both for accountabilty and academic assessment purposes. In the absence of a mandated national curriculum, it is unlikely that these two purposes can both be effectively achieved with the same assessment.

A second and highly related issue which must be considered in examining any assessment system for LEP students is **what** it is appropriate to test. The content of a specific assessment may have varying relevance or appropriateness for students based on: (1) their language skills in English and the native language; (2) the instructional program which they are receiving (both in terms of content and the language(s) of instruction); and (3) the content and language used in the assessment. An assessment which may be appropriate for one student may be highly inappropriate for another student in the same school. Any assessment system must recognize this complexity, and make reasonable compromises between uniformity of assessment and appropriateness of methods.

These principles or cautions should be kept in mind as basic underpinnings of the discussion of assessment instruments and practices that is presented in the remainder of this paper. Indeed, the importance of considering the purpose of assessment is one that will continue to be seen in the discussions to follow.

The following section examines the nature and purpose of assessment as identified within effective programs, specifically, funded exemplary programs for LEP students. Then, in the next two sections, the most frequently used standardized achievement tests and language proficiency tests are examined and compared.

TABLE 1

The Importance of Various Assessment Characteristics for Different Assessment Purposes: Programs with Primarily Native Language Instruction

(V = Very important, M = Moderately important, N = Not very important)

Assessment Characteristic	Individual						Group		
	Identification	Placement	Language Assessment	Academic Assessment	Placement Review	Exit	Instructional Assessment	Program Evaluation	Account ability
Content Area Tested									
Testing of English language proficiency	V	V	V	M	V	V	M	M	M
Testing of native language proficiency	M	V	V	M	V	M	M	M	M
Testing of achievement in academic subjects	M	V	M	V	V	V	V	V	V
Nature of English Language Proficiency Testing									
Testing of all modalities of proficiency (listening, speaking, reading and writing.)	M	M	V	M	M	M	M	M	M
Testing of academic language proficiency vs. basic interpersonal language skills.	V	V	V	M	V	V	M	M	M
Assessment of specific language skills and weaknesses.	M	M	V	M	M	M	M	M	N

Assessment Characteristic	Individual						Group		
	Identification	Placement	Language Assessment	Academic Assessment	Placement Review	Exit	Instructional Assessment	Program Evaluation	Accountability
Nature of Native Language Proficiency Testing									
Testing of all modalities of proficiency (listening, speaking, reading, and writing)	M	V	V	M	V	M	M	M	N
Testing of academic language proficiency vs. basic interpersonal language skills	M	V	V	M	V	M	M	M	M
Assessment of specific language skills and weaknesses.	M	V	V	M	V	M	M	M	N
Nature of Tests of Academic Achievement									
Relevance of testing to actual school curricula	M	V	N	V	V	M	V	M	M
Standardization of testing content across students/schools/districts	M	N	M	N	N	M	M	M	V
Testing of higher level thinking skills vs. isolated facts	N	M	N	M	M	N	M	M	M
Testing of knowledge and skills which students can apply to their lives	N	N	N	M	N	N	M	M	M
Testing requiring student products (performance tasks, portfolios) vs. simple, stylized responses (e.g., multiple choice tests)	M	M	M	M	M	M	M	M	M
Testing of academic achievement in English	M	M	M	V	V	V	V	V	V
Testing of academic achievement in the native language	M	M	M	V	V	M	V	V	M

Assessment Characteristic	Individual						Group		
	Identification	Placement	Language Assessment	Academic Assessment	Placement Review	Exit	Instructional Assessment	Program Evaluation	Account ability
Test Characteristics									
Documented reliability and validity of measurement	M	M	M	M	M	M	M	V	V
Alternate forms/versions of test for multiple testing	N	N	M	V	N	N	V	V	V
Limited testing/training time required	M	M	M	V	M	M	V	M	M
Quick feedback on testing results to guide instruction	N	N	M	V	N	N	V	N	N

IV. ASSESSMENT PRACTICES ASSOCIATED WITH SUCCESSFUL PROGRAMS

This chapter addresses the issue of whether there are particular assessment practices which were associated with successful instructional programs for LEP students. A review of the literature did not find any research or research summaries which were specifically devoted to this question. A number of sources (e.g., Council of Chief State School Officers, 1992) suggested guidelines for LEP assessment, but none of them empirically related those guidelines to effective programs.

One research study which examined programs that had been nominated as best implementers of specific program models in California (Gandara & Merino, 1993) did report on the availability of test data on students in those programs. The general finding of that study was that longitudinal test data for the purpose of program evaluation were frequently not available for analysis. The reasons for the lack of such data included mobility of students, changes in tests used, and absence during testing periods. This study, however, provided only very limited information on the overall assessment approach of the programs studied.

In order to gain further insight into this question, the applications from nine first year Title VII Academic Excellence projects funded in 1993 were reviewed. These projects were selected for funding based both on the educational significance and demonstrated effectiveness of the program and on the strength of the dissemination plan. In order to be funded, the program needed to be recognized as exemplary either by the U.S. Department of Education or by the relevant state education agency.

The review indicated that for the purpose of program evaluation, all of the projects had collected detailed test data to document their claims of effectiveness. In most cases this involved pre- and post-scores from the same students, and comparisons of those scores with national norms. In addition, all projects required adopting sites to provide similar test data in order to document effectiveness at non-model sites. The presence of these assessment elements was a requirement for participation in the Academic Excellence program, and thus were not necessarily considered to be component parts of the project "model."

Only one of the projects which were reviewed identified LEP student assessment as a distinct "key" component of the project which was to be disseminated. A project designed to identify and serve gifted and talented LEP students had student identification as a key component, and included new and adapted measures to be used for identification. In addition, a few projects included assessment instruments as part of their delivery system for instruction. For example, a project for kindergarten students included a "daily observation card" for each student for the purpose of recording progress toward instructional objectives. A project to improve writing instruction for LEP students in grades 4-12 included a newly developed computerized inventory to assess the development of writing skills.

What the review suggests is that LEP student assessment is typically thought of as an issue which is separate from that of effective instruction. It is likely that all of the projects had systems for identification, placement, language assessment, etc. of their LEP students, but the only assessment approaches which were described in detail were those which were required for purpose of program evaluation. If effective instruction and assessment are typically thought of as separate issues, this may suggest that additional attention should be paid to using assessment for instructional improvement purposes.

The review also highlights the importance of recognizing the different purposes of LEP student assessment, and designing an assessment system which meets those various purposes. The Academic Excellence program has specifically emphasized the program evaluation purpose, but other purposes might also be the focus of attention.

V. A REVIEW OF ENGLISH LANGUAGE PROFICIENCY TESTS

Administration of a language proficiency test in English is the most common method used to determine whether a student is limited English proficient (Hopstock, Bucaro, Fleischman, Zehler, and Eu, 1993). Eighty-three percent of school districts with LEP students were found to use this method, either alone or in combination with other techniques. Similarly, English proficiency tests are used by 64 percent of school districts for assigning LEP students to specific instructional services in schools, and by 74 percent of school districts for reclassifying students from LEP status.

The English proficiency tests most frequently used to identify, assign, and reclassify LEP students are the Language Asssessment Scales (LAS), the Idea Proficiency Test (IPT), the Maculaitis Assessment Program (MAC), the Bilingual Syntax Measure (BSM), the Peabody Picture Vocabulary Test (PPVT), and the Language Assessment Battery (LAB) (Hopstock, et al., 1993). Locally developed tests are also frequently used. Often these tests are used in conjunction with information from other sources in making a decision about a student; however, especially in initial identification and placement, the English language proficiency test is a key factor.

These six most frequently used English language proficiency tests therefore were reviewed for the purposes of this report. These tests were compared for the theoretical bases underlying their construction, and for the content and technical qualities of the tests.

A. Examination and Comparison of the Language Proficiency Tests

For the purposes of this report, we compared the test content and the nature of the items used for the six tests. In making these comparisons, where different levels/versions of a test were available, the version or level most appropriate for a third grade student was selected for this review. The specific tests reviewed were:

- Idea Proficiency Test-I
- Language Assessment Scales 1C (Oral)
- Language Assessment Battery IIA
- Bilingual Syntax Measure II
- Maculaitis Assessment Program, Level 2-3
- Peabody Picture Vocabulary Test-Revised.

1. Examination and comparison of item content and structure.

Table 2 presents a comparison in matrix form of the items presented in each test, including the specific content of the item and the type of skills assessed. Each item on all six tests has been categorized according to the nature of the skills required to complete the item. These categorizations of the different skills tested are based on our overall examination of the test items; they do not necessarily reflect the ordering or categorization presented in the tests.

The five categories presented in the table are: receptive skills (e.g., comprehension, discriminating sounds); oral production skills (e.g., producing words, sentences, phonemes either on the basis of nonlinguistic prompts or as repetition of a given prompt); combined receptive and production skills (e.g., items that require a student to understand a question or prompt and to produce an oral response); receptive and reading (e.g., the student listens to the item but reads and marks the correct answer); and reading only.

Some of the tests include a large number of items using a very limited number of elicitation techniques, while others consist of a few items each for a variety of techniques. The content comparison of the six language proficiency tests showed that the tests differ considerably in types of tasks and specific item content. Even where two tests appear to require the same type of response and similar item content, the scoring criteria may focus on totally separate aspects of the response. As a result, the items are actually assessing totally different skills.

As can be seen in Table 2, with the exception of the PPVT-R, the tests elicit oral production, for part or all of the responses. Many of the items require oral production in the form of naming. In the IPT I (10 percent of the items) and the LAS 1C (15 percent of the items) the student is asked to name a referent, activity or other aspect of a picture presented in the test. The MAC test has total of 40 items eliciting the name of a color, shape, or number. None of the other tests focuses specifically on these skills (although the PPVT includes items that refer to attributes).

Six percent of items on the IPT-I are scored based on word order while 35 percent of the items on the LAS 1C require correct repetition of phonemes. Both the IPT and the LAS include items on discrimination among minimal pairs. On the LAS, these are 35 percent of the total items, while on the IPT they are 11 percent. One other common elicitation technique used by the tests (e.g., IPT, LAB, and MAC) is open-ended responses to questions. Each question that is presented refers to a different topic; they do not utilize a consistent discourse theme or context across a series of questions. The IPT-I contains the greatest number of this type of item format.

Items within the mixed category of "oral receptive and reading productive" are found in the LAB only. The LAB listening subtest has students respond to an oral item followed by the presentation of a set of oral responses. However, to respond, the students read responses and mark the appropriate one in the test booklet. Finally, of the six tests examined, only the LAB II and the MAC 2-3 included items categorized as reading skill items only.

TABLE 2[*]
Comparisons of Six Most Frequently Used Language Proficiency Tests

A. Productive Skills

Tasks/Skills	IPT - I		LAS IC		LAB IIA		BSM II		MAC 2-3		PPVT-R	
	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test
Picture used as prompt to elicit:												
• name of object, noun	4 3 3 2	C D E F	10	Part 1: Vocabulary (Name That Picture)								
• name of color, shape, number									15	Part II: Vocabulary Knowledge		
• irregular plural noun	1	C										
• present progressive	1	C	10	Part 1: Vocabulary (Action Words)								
• simple present tense	1	D							5	Part I: Oral Expression		
• identify upper and lower case letters of alphabet												

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[*] Blank cells indicate tasks/skills not included in the particular test listed.

TABLE 2

B. Receptive Skills

Tasks/Skills	IPT - I		LAS IC		LAB IIA		BSM II		MAC 2-3		PPVT-R	
	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test
Student points to picture to indicate: • noun											X	
• adjectives											X	
• subject pronoun	1	C										
• comparatives	1	D										
• prepositions of place												
• inflected verbs											X	
• possessive pronoun	1	D										
• superlatives	1	E										
Repeat simple sentence with: • correct word order	2 2	C D										
• correct phonemes (in a word, phrase or sentence)			35	Part 5: Phonemes								
Discriminate phonetic minimal pairs	4 4	E F	35	Part 4: Minimal Sound Pairs								
Follow verbal command with non-verbal response	2 1	C D										

TABLE 2

B. Receptive Skills

Tasks/Skills	IPT - I		LAS IC		LAB IIA		BSM II		MAC 2-3		PPVT-R	
	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test
Student identifies 1 picture described by examiner out of 3-4					16	Test 1: Listening Part I						
Word identification: student matches orally presented words									5	Part III: Listening Comprehension		
Student counts number of words heard									6	Part III: Listening Comprehension		
Sentence comprehension: student selects sentence closest in meaning to sentence heard.									5	Part III: Listening Comprehension		

TABLE 2

C. Receptive and Productive Skills

Tasks/Skills	IPT - I		LAS IC		LAB IIA		BSM II		MAC 2-3		PPVT-R	
	Items	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**
Describe attributes of an object	3	E										
Answer open ended questions:												
• without context	2 3 7	C E F			4	Test 4: Speaking			5 (Q/A read aloud by examiner)	Part III: Listening Comprehension		
• within context	4 2	C D										
Invent a story based on open-ended question	2	D										
Re-tell a story	4	F	X	Part 3: Story Retell								
Predicting using future tense	2	F							5			
Give opposite of word read aloud	2	E										
Student gives specific information/question as requested by examiner	2 1	D E										

TABLE 2

C. Receptive and Productive Skills (cont'd)

Tasks/Skills	IPT - I		LAS IC		LAB IIA		BSM II		MAC 2-3		PPVT-R	
	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test
Use picture to: • describe using past tense	1	E										
• comparative	1	D										
• predict using future tense	1	D										
Answer yes/no questions with context			10	Part 2: Listening Comprehension								
Respond to prompt and picture by indicating: • location					2	Test 4: Speaking						
• possessive					2	Test 4: Speaking						
• present continuous					2	Test 4: Speaking	2					
• past tense					1	Test 4: Speaking	7					
• future					2	Test 4: Speaking						
• has							1					

TABLE 2

C. Receptive and Productive Skills (cont'd)

Tasks/Skills	IPT - I		LAS IC		LAB IIA		BSM II		MAC 2-3		PPVT-R	
	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test
• copula (sing and pl)							3					
• plural							2					
• article							1					
• word order (embedded and simple question)							3					
• reciprocal construction							1					
• conditional auxiliary							2					
Answer WH - questions without context									5	Part I: Oral Expression		

TABLE 2

D. Receptive and Reading Skills

Tasks/Skills	IPT - I		LAS IC		LAB IIA		BSM II		MAC 2-3		PPVT-R	
	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test
Student selects correct written and oral response to oral WH-questions					14	Test 1 - Listening Part II						

E. Reading Skills

Tasks/Skills	IPT - I		LAS IC		LAB IIA		BSM II		MAC 2-3		PPVT-R	
	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test
Cloze test in simple story: • adjectives					9	Test 2: Reading						
• nouns					14	Test 2: Reading						
• verbs					13	Test 2: Reading						
Sentence completion with cloze					17	Test 3: Writing			10	Part II: Vocabulary Knowledge		
Answer question based on a preceding statement					2	Test 3: Writing			15	Part V: Reading Comprehension		
Identify a complete sentence					1	Test 3: Writing						

TABLE 2

E. Reading Skills (cont'd)

Tasks/Skills	IPT - I		LAS IC		LAB IIA		BSM II		MAC 2-3		PPVT-R	
	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test
Alphabetize groups of words									6	Part IV: Word Recognition		
Identify single letters as vowels or consonants									6	Part IV: Word Recognition		
Use a labeled picture to determine whether named object in picture has a long or short vowel												
• show singular or plural									6	Part IV: Word Recognition		
Add consonant to sequence of letters to form a word									6	Part IV: Word Recognition		
Select the word (out of three) with a silent letter									8	Part IV: Word Recognition		

TABLE 3

Six Most Frequently Used Language Proficiency Tests: Comparison of Administrative Procedures

TEST	Grade level ranges?	Group or individual?	Time limits?	Taped stimuli?	Taped response?	Responses determine test length?	What's recorded by examiner?	Student completes answer sheet?
IPT-I	K-6	Individual	No	No	No	Yes	Correct or incorrect	No
LAS 1C	1-6	Individual	No	Yes	Optional for story retell	Yes	Incorrect only	No
LAB IIA	3-5	Group and Individual*, or Individual	Yes	No	No	No	---	Yes
BSM	K-12	Individual	No	No	No	No	Full student response	No
MAC 2-3	2-3	Group and Individual**	Yes	Optional	Optional for Part I-B	No	Proficiency rating for Part I-B only	Yes
PPVT-R	Ages 2.5-40	Individual	No	No	No	Yes	Correct or incorrect	No

* Requires an individual administration of one subtest (Test 4: Speaking).

** One subtest must be administered individually (Part I-B: Oral Expression).

2. Test Administration Procedures

Table 3 presents an additional example of the differences among the tests in their approach to assessing language proficiency. In this table, some key features of the administrative procedures of the tests are compared. The comparison shows that the tests differ in the grade level ranges for which they were designed. They also differ in whether there are specific time limits, in use of audiotaped information (either as prompts to elicit responses or as a record of the student's responses), and whether the test length is fixed versus determined by the student's responses. In addition, the tests vary in the procedures for recording responses and in the person doing the recording (examiner or student).

Differences among the tests in administration procedures demonstrate that it is equally important to note the format and procedures involved in presenting the test to a student as to examine the content of the items. For example, if it is optional to use the taped stimuli, then persons who administer the test within a district should decide to select a consistent option. Similarly, consistent decisions should be made regarding taping of students' responses.

Other aspects related to the administration of the tests include how responses are recorded. For example, in the LAS only incorrect responses are noted; this leaves open the possiblity that the student will note the pattern and become intimidated by the examiner's markings. In the BSM, the examiner is to write down the student's full response. Beyond concern for how naturalistic a question and answer sequence can be under these circumstances, there is a concern for how accurately the examiner can record these responses. On the other hand, if students are to record their responses using answer sheets (as on the LAB, MAC), then additional test-taking skills are brought into play for the students in the assessment.

In some cases, the oral instructions given to the student prior to the actual item are more complex in language than the actual test items. This gives rise to the possibility that a student may misunderstand the instructions (or become flustered by not understanding them) and therefore miss the far simpler test item.

B. Theoretical Bases of the Tests

The language proficiency tests were each developed out of a current prevailing view of language acquisition processes. There is only a limited amount of overlap in the way in which language proficiency is defined and in the underlying approach to assessment of language proficiency or acquisition. Thus, each of the six represents a different conceptualization of the best means of identifying the level of proficiency of a LEP student.

In terms of current theoretical views of language proficiency and language acquistion, the Peabody Picture Vocabulary Test (PPVT-R) presents the most limited approach to assessment of language proficiency, especially oral proficiency. This test was originally developed much earlier than the other tests and prior to much of the basic research on first and second language acquisition processes. It reflects the viewpoint that acquisition is measured in terms of amount of vocabulary. (In fact, the earliest studies of child language acquisition involved word counts). In contrast to the approach taken in the PPVT-R, current views of language proficiency emphasize that language is an integrative skill, involving the ability to communicate effectively as a listener and speaker within actual language use situations.

The other five frequently used language proficiency tests reflect more recent views of language proficiency. In these, too, some of the historical development in the fields of first and second language acquisition research can be seen. For example, the Bilingual Syntax Measure was developed primarily on the basis of findings from first language acquisition research. In this research, sequences of acquisition of grammatical morphemes were identified (e.g., Brown, 1973) as occurring consistently across a number of children learning English as their first language. The common sequences observed across learners were interpreted as due to the operation of universal principles in language acquisition. Thus, the argument was made that the same universal principles could be applied to the second language learning of English by speakers of other languages (especially children). The Bilingual Syntax Measure was developed on the basis of this hypothesis that there is a consistent acquisition sequence of grammatical elements that can be used to assess level of acquisition. The test is designed to determine the level of proficiency based on the acquisition of specific syntactic forms for which a hierarchy of acquisition has been determined. The focus of the test, therefore, in both the item content and in the scoring guidelines is on syntactic competence. It differs from current views of language acquisition in this focus on syntax alone.

The technical description of the IPT-I also refers to first language acquisition. In the IPT, the sequence defined is a broader, developmental progression from babbling to echolalia, to telegraphic speech, to syntax. However, first language learners of any language generally move beyond two-word or three-word speech (the "telegraphic" stage referred to) at about age 2 or 3. The IPT-I assesses children from grades K-8. Thus, the test covers the period of "syntax" development; there is no specific definition of the approach to assessment of language proficiency provided. Beyond the developmental outline of early language development, the IPT refers to the interaction of the child with the environment as a source of further language acquisition.

The MAC materials refer to a notional-functional approach to language proficiency; that is, the test is designed to emphasize "the vocabulary and structures needed by the language learner to respond appropriately in specific situations" (Examiner's Manual, p.3). Thus this implies an emphasis on contextualized use of language, within specific types of situations.

The LAB defines language proficiency in terms of communicative competence, i.e., as "the ability to receive and convey information through the use of oral and written language" (Abbott, 1985). Language proficiency is viewed as comprised of an underlying single unitary factor as well as some specific components that are unique to certain aspects of proficiency. For this reason, the approach to development of the LAB included assessment of separate components of listening, reading, writing, and speaking. The LAB is described as designed to assess language as an "integrative" skill (Oller, 1979) and to assess proficiency, especially as related to the New York City curriculum.

The LAS obtains a measure of oral language proficiency skills that would be needed in order to function effectively within an all-English mainstream classroom. The theoretical source of the LAS includes Cummin's distinction between decontextualized, academic language use and social, everyday, contextualized language use. The objective is to focus more on defining proficiency in terms of ability to function in classroom instruction where academic language proficiency is needed.

The six language proficiency assessment measures thus represent distinct approaches to definition of language proficiency, reflecting different theoretical emphases prevalent at the time of their development.

C. Issues Related to Validity and Reliability

The language proficiency tests reviewed for this report were also examined in terms of their validity as measures of proficiency and reliability in terms of the consistency in scores obtained. As already noted in some of the discussion above, the tests vary in the extent to which they provide a clear definition of the construct being assessed. Even when a clear rationale and description of the nature of language proficiency is provided, it may not fulfill all of the criteria that a teacher or researcher would require for language proficiency assessment. For example, in the PPVT-R, the measure of language ability is vocabulary comprehension, assessed by means of a student identifying the picture that corresponds to the object, attribute, or action given by the examiner. The test therefore involves only word comprehension and recognition skills, and does not require any oral production from the student. For this reason, the validity of the test as a measure of language proficiency, such as would be needed to communicate and discuss in the classroom, is weak.

Similarly, with regard to the BSM, it might be argued that the focus on syntax alone weakens the test's validity as a measure of oral proficiency over a range of uses and contexts. Thus, even though the BSM offers a research basis for the sequences assumed in item construction and scoring, the nature of language proficiency tested does not reflect a broad range of skills, that would be related to communicative competence in classroom and other discourse situations. The MAC, LAS, LAB, and IPT do utilize broader ranges of language skills to assess language proficiency. The LAB and MAC include items that tap literacy skills as well as oral proficiency skills. (The LAS-Oral but not the LAS-Literacy was included in this review; the LAS-Literacy was not among those instruments identified as most frequently used for identification and placement). Even these assessment instruments, however, do not fully assess a student's ability to communicate meaningfully within actual discourse contexts, since they include items that predominantly test individual discrete language skills.

For several of the tests included in this review, past reviewers of the language proficiency tests have noted concerns with reliability and/or validity of the tests, the adequacy of the scoring directions, the limited populations on which test norms are based, and the availability of the conditions needed for administration of the measures. Reviews of the tests over the past several years have frequently noted such concerns regarding several of the tests and have recommended caution in their use in making educational decisions (e.g., BSM, LAS (and three other tests): Gillmore and Dickerson, 1979; BSM: Rosansky, 1979, Cziko, 1987; Hayes-Brown, 1987; Oller, 1976; IPT: McCollum, 1983, 1987; Rivera and Zehler, 1987; LAS: Haber, 1985). This caution is supported by other research showing that the tests do not agree in how they identify NEP/LEP/FEP (e.g., Ulibarri, Spencer, and Rivas, 1981; Gillmore and Dickerson, 1979). In addition, those who use the tests should be aware of the groups used to develop test norms. For example, the LAB is based on New York City students only and the norms are therefore limited in generalizability to other sites.

Considering the problems noted by several reviewers of the tests, the question that arises is why there has not been a greater debate about the nature and use of language proficiency tests (paralleling the concern regarding achievement tests described later in this paper). One explanation may be that the language proficiency tests generally have not been used for large-scale accountability purposes. The tests have been used to support decision-making for the purposes of identification, placement, and reclassification, typically in conjunction with other sources of information. Of the tests that are currently available, the Council of Chief State School Officers (CCSSO, 1992) have identified the LAS, LAB, and MAC as most closely meeting requirements stated in their recommendations on assessment of LEP students for these purposes (although they do not recommend use of these in isolation).

For reclassification purposes in the future, however, it will be increasingly important to assess LEP students' ability to communicate and participate meaningfully in the discourse-rich, hands-on classroom interactions defined by current instructional reform efforts. Assessment of language proficiency for these purposes will thus require the development of contextualized or authentic language tasks, or guidelines for more direct measures of communicative ability. The development of such assessments would more fully reflect current definitions of language proficiency.

VI. A REVIEW OF MOST FREQUENTLY USED STANDARDIZED ACHIEVEMENT TESTS

According to Hopstock, Bucaro, Fleischman, Zehler, and Eu (1993), achievement tests in English are frequently used by school districts and schools to help identify LEP students, assign them to school services, and reclassify them from LEP status. Specifically, 52% of school districts and schools across the country use achievement tests in English to help identify LEP students. Approximately 40% of districts and schools use achievement tests to help assign LEP students to specific instructional services within a school, and over 70% of districts and schools use achievement tests to help reclassify students from LEP status. In general, the more LEP students a district has, the more likely it is that achievement tests in English will be used to make these important decisions. Hopstock et al. (1993) report that the achievement test batteries most frequently used by school districts for these purposes are the Iowa Test of Basic Skills (ITBS), Stanford Achievement Test (SAT), Comprehensive Test of Basic Skills (CTBS), California Achievement Test (CAT), and the Metropolitan Achievement Test (MAT).

All five achievement tests were designed to measure the learning outcomes of school curricula in the areas of reading, language arts, math, science, and social studies. The publishers of the tests state that this objective was accomplished by reviews of major textbook series; samples of curriculum materials and syllabi and the National Council of Teachers of Mathematics (NCTM) Standards; and inputs from nationally recognized leaders in education concerning currents and emerging curriculum trends across the country. All five tests are designed to be administered in group settings, usually by classroom teachers, using standardized procedures. The exact instructions to be read to the students are printed in administration manuals, and students respond to multiple choice-style items directly in the test booklet or on separate answer sheets.

The technical manuals do not discuss the appropriateness or inappropriateness of the tests for LEP students. In general, LEP students do not appear to be included in the groups on which the tests were normed. The CAT and CTBS, however, did report the percentage of students in the norm groups of schools who came from "homes in which a language other than English is spoken most of the time." The percentages of such students were 8.2% for the CAT and 10.0% for the CTBS. The percentage of these students who were LEP and were included in the standardization samples were not discussed. Small percentages of LEP students were included in the ITBS standardization sample, ranging from a high of 1.5% in Grade 6 to a low of 0.3% in Grade 12. Students enrolled in bilingual or ESL programs ranged from 1.7% of the ITBS national standardization sample in Grade 3 to 0.5% in Grades 9, 10, and 12. No mention of LEP students being included in standardization samples was made in the SAT and MAT technical manuals.

The five achievement test batteries were reviewed in order to examine and compare the skills tested on each. Since each battery contains different sub-tests and levels for grades K-12, it was decided to confine the reviews to the level appropriate for the second half of grade 3. The editions, forms, and levels of the test batteries which were included in the reviews are as follows:

SAT, Eighth Edition, 1992, Form L, Primary 3;

MAT, Seventh Edition, 1993, Form S, Elementary 1;

CAT, Fifth Edition, 1992, Form A, Level 14;

CTBS, Fourth Edition, 1989, Form A, Level 14; and

ITBS, 1993, Form K, Level 9.

Table 4 shows the number of items and names of the sub-test in which the items are found within each of the five test batteries for specific tasks/skills in reading, math, language, study skills, listening, science and social science. A comparison of the similarities and differences in the tasks/skills found across the five batteries may be found below.

Reading

- All test batteries include significant numbers of reading comprehension items.
- The SAT and ITBS include more items calling for the identification of synonyms than do the other test batteries. On the other hand, the MAT, CAT, and CTBS include items calling for identification of opposites, while the SAT and the ITBS do not.
- The SAT includes items calling for "word study" skills such as dividing words into syllables and identifying letter-sound correspondence. None of the other test batteries include such items.
- The SAT includes items concerning words with multiple meanings. The other tests do not include such items.
- The MAT, CAT, and CTBS include items calling for choosing words to properly complete a sentence. The SAT and ITBS do not include such items.
- The CAT and CTBS include items which require identifying the meaning of prefixes and suffixes, and the identification of modern English words from non-English words; the others do not.

Math

- All test batteries include significant numbers of items calling for the addition, subtraction, multiplication and division of whole numbers.
- Only the CAT and CTBS have items involving addition and subtraction of fractions and decimals. However, all test batteries include items concerning the understanding of the meaning of fractions.
- All test batteries include items involving numerical word problems and the interpretation of tables and graphs.
- All test batteries include items involving principles of geometry.

Language

- All batteries contain items concerning the spelling of words.
- All batteries contain items concerning correct capitalization, punctuation, and usage.
- All batteries contain items concerning identification of complete and correct sentences. Except for the ITBS, the batteries contain items calling for correctly joining two sentences and/or rewriting sentences correctly.
- The CAT, CTBS, and ITBS include items which call for an understanding of paragraphs and how to use sentences within paragraphs. The SAT and MAT do not include such items.

Study Skills

- All test batteries include items calling for the identification of appropriate reference materials, and identifying information from tables of contents, indices, dictionaries, and encyclopedias.
- The SAT and ITBS include items on alphabetic ordering of words. The MAT has only one such item; the CAT and CTBS do not have any.

Listening

- Only the SAT has items involving listening. These items include identifying synonyms from key words in sentences read aloud by the teacher, and answering questions about a paragraph read aloud by the teacher.

Science/Social Science

- All test batteries include items concerning science and social science facts and interpretation.
- All test batteries include items calling for interpretation of tables and graphs.
- All test batteries include items on map reading.

As these comparisons show, there is considerable overlap among the tests in the types of skills assessed. Some differences emerge, however, and have implications for selecting assessment instruments. Comparisons among tests are important for administrators and assessment specialists to carry out to determine the degree of match between the instruction received by students and the skills required by the tests.

TABLE 4

Comparisons of Five Most Frequently Used Achievement Tests

Reading Tasks/Skills Included Within Five Achievement Test Batteries[*]

	SAT		MAT		CAT		CTBS		ITBS	
Tasks/Skills	**Items**	**Sub-test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**
Identify synonyms/definitions	28	Reading Vocabulary			6	Vocabulary	7	Vocabulary	26	Vocabulary
Identify synonyms using clues in sentence	6	Reading Vocabulary	12	Reading Vocabulary						
Identify opposites					5	Vocabulary	5	Vocabulary		
Identify opposites using clues in sentence			8	Reading Vocabulary						
Divide words into syllables	12	Word Study Skills								
Identify sounds of letters within words	36	Word Study Skills								
Identify meaning of prefix and suffix					5	Vocabulary	6	Vocabulary		
Identify modern word from non-English word and its meaning					3	Vocabulary	3	Vocabulary		
Chose word that completes sentence			10	Reading Vocabulary	21	Vocabulary	19	Vocabulary		
Identify sentence in which multiple meaning word has same meaning as in first sentence	6	Reading Vocabulary								

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[*] Test levels appropriate for end of third grade

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TABLE 4

Reading Tasks/Skills Included Within Five Achievement Test Batteries[*] (cont'd)

	SAT		MAT		CAT		CTBS		ITBS	
Tasks/Skills	**Items**	**Sub-test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**
Answer questions about paragraphs • Literal comprehension • Inferential comprehension • Critical comprehension	54	Reading Comprehension	67	Reading Comprehension/ Language	50	Comprehension	57	Comprehension/ Social Studies	36	Reading Comprehension

Math Tasks/Skills Included Within Five Achievement Test Batteries[*]

	SAT		MAT		CAT		CTBS		ITBS	
Tasks/Skills	**Items**	**Sub-test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**
Understanding arithmetic operations	10	Concepts of Number	5	Math Concepts and Problem Solving	2	Math Concepts and Applications	1	Math Concepts and Applications	1	Math Concepts and Estimation
Naming and reading numbers	7	Concepts of Number	2	Math Concepts and Problem Solving	2	Math Concepts and Applications	1	Math Concepts and Applications	1	Math Concepts and Estimation
Place value	2	Concepts of Number			2	Math Concepts and Applications	1	Math Concepts and Applications		
Ordering of numbers	8	Concepts of Number	3	Math Concepts and Problem Solving	5	Math Concepts and Applications	5	Math Concepts and Applications	2	Math Concepts and Estimation
Estimating values (rounding)	3	Concepts of Number	3	Math Concepts and Problem Solving	2	Math Concepts and Applications	2	Math Concepts and Applications	13	Math Concepts and Estimation

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[*] Test levels appropriate for end of third grade

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TABLE 4

Math Tasks/Skills Included Within Five Achievement Test Batteries* (cont'd)

	SAT		MAT		CAT		CTBS		ITBS	
Tasks/Skills	Items	Sub-test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test
Addition/subtraction of whole numbers	24	Math Computation	5	Math Procedures	12	Math Computation	12	Math Computation	26	Math Concepts and Estimation/ Math Computation
Multiplication/division of whole numbers	20	Math Computation	7	Math Procedures	17	Math Computation	17	Math Computation	11	Math Concepts and Estimation/ Math Computation
Identification of odd/even	1	Concepts of Number	2	Math Concepts and Problem Solving	1	Math Concepts and Applications	2	Math Concepts and Applications	1	Math Concepts and Estimation
Understanding fractions	3	Concepts of Number	2	Math Concepts and Problem Solving	2	Math Concepts and Applications	2	Math Concepts and Applications	1	Math Concepts and Estimation
Addition/subtraction of fractions					6	Math Computation	6	Math Computation		
Understanding decimals			1	Math Concepts and Problem Solving	1	Math Concepts and Applications				
Addition/subtraction of decimals					9	Math Computation	9	Math Computation		
Knowledge of measures			4	Math Concepts and Problem Solving	2	Math Concepts and Applications	2	Math Concepts and Applications	2	Math Concepts and Estimation
Understanding probability			1	Math Concepts and Problem Solving	1	Math Concepts and Applications	1	Math Concepts and Applications		

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* Test levels appropriate for end of third grade

TABLE 4

Math Tasks/Skills Included Within Five Achievement Test Batteries* (cont'd)

	SAT		MAT		CAT		CTBS		ITBS	
Tasks/Skills	**Items**	**Sub-test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**
Numerical word problems	21	Math Applications	18	Math Concepts and Problem Solving/Math Procedures	10	Math Concepts and Applications	17	Math Concepts and Applications	17	Math Concepts and Estimation/ Math Problem Solving and Data Interpretation
Interpreting tables/graphs	8	Math Applications	4	Math Concepts and Problem Solving	11	Math Concepts and Applications/ Study Skills	10	Math Concepts and Applications/ Study Skills	10	Math Problem Solving and Data Interpretation
Value of money	2	Math Applications			2	Math Concepts and Applications			1	Math Concepts and Estimation
Reading clocks	2	Math Applications	1	Math Concepts and Problem Solving	1	Math Concepts and Applications				
Principles of geometry	5	Math Applications	6	Math Concepts and Problem Solving	6	Math Concepts and Applications	7	Math Concepts and Applications	3	Math Concepts and Estimation
Spacial relations					3	Math Concepts and Applications	1	Math Concepts and Applications	1	Math Concepts and Estimation

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* Test levels appropriate for end of third grade

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TABLE 4

Language Tasks/Skills Included Within Five Achievement Test Batteries[*]

	SAT		MAT		CAT		CTBS		ITBS	
Tasks/Skills	Items	Sub-test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test
Identify misspelled word									27	Spelling
Identify mispelled word in sentences	36	Spelling	9	Language	30	Spelling	4	Spelling		
Choose word that is spelled correctly							26	Spelling		
Identify correct/incorrect capitalization	5	Language Mechanics	2	Language	10	Language Mechanics			24	Capitalization
Identify correct/incorrect punctuation	8	Language Mechanics	3	Language	26	Language Mechanics	4	Language Mechanics	24	Punctuation
Identify correct capitalization and punctuation							32	Language Mechanics		
Identify correct abbreviation	1	Language Mechanics								
Identify correct/incorrect usage	4	Language Mechanics	6	Language	5	Language Experssion	12	Language Expression	19	Usage/ Expression
Identify correct verb tense	4	Language Mechanics	5	Language	4	Language Expression			2	Usage/ Expression
Identify error as capitalization, punctuation, usage	8	Language Mechanics								
Identify parts of speech					5	Language Expression	4	Language Expression		
Identify complete and correct sentence	20	Language Expression			13	Language Expression	13	Language Expression	6	Usage/ Expression

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[*] Test levels appropriate for end of third grade

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TABLE 4

Language Tasks/Skills Included Within Five Achievement Test Batteries* (cont'd)

	SAT *		MAT		CAT		CTBS		ITBS	
Tasks/Skills	**Items**	**Sub-test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**
Rewrite sentence correctly			4	Language						
Correctly join two sentences	10	Language Expression	3	Language	8	Language Expression	7	Language Expression		
Choose topic sentence in paragraph					3	Language Expression	3	Language Expression	1	Usage/ Expression
Choose sentences that develop topic sentence					4	Language Expression	3	Language Expression	1	
Reorder sentences in paragraphs									1	Usage
Choose sentence that does not belong in paragraph					3	Language Expression	3	Language Expression	1	Usage/ Expression
Choose sentence that belongs in paragraph					3	Language Expression	3	Language Expression		

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* Test levels appropriate for end of third grade

TABLE 4

Study Skills Tasks/Skills Included Within Five Achievement Test Batteries*

	SAT		MAT		CAT		CTBS		ITBS	
Tasks/Skills	Items	Sub-test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test	Items	Sub-Test
Determine alphabetical order of words	7	Study Skills	1	Language					6	Reference Materials
Identify information from title page/table of contents/index	8	Study Skills	4	Language	7	Study Skills	4	Study Skills	6	Reference Materials
Identify information from library catalog card					3	Study Skills	5	Study Skills		
Identify information from sales catalog/poster					4	Study Skills				
Identify apropriate reference book to use	3	Study Skills	4	Language	2	Study Skills	1	Study Skills	1	Reference Materials
Obtain information from dictionary/encyclopedia	9	Study Skills	1	Language	5	Study Skills	4	Study Skills	6	Reference Materials
Identify headings/information from outlines/word lists	3	Study Skills			2	Study Skills	5	Study Skills		
Identify key words from sentence for research notes							1	Study Skills		
Identify uses of reference materials									4	Reference Materials
Identify key words and locate appropriate card catalog drawer									4	Reference Materials
Identify appropriate section in library							1	Study Skills	1	Reference Materials

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*Test levels appropriate for end of third grade

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TABLE 4

Study Skills Tasks/Skills included Within Five Achievement Test Batteries[*] (cont'd)

	SAT		MAT		CAT		CTBS		ITBS	
Tasks/Skills	**Items**	**Sub-test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**
How to organize research paper					1	Study Skills				

Listening Tasks/Skills Included Within Five Test Batteries[*]

	SAT		MAT		CAT		CTBS		ITBS	
Tasks/Skills	**Items**	**Sub-test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**
Identify synonym from key word in sentence read by teacher	15	Listening								
Answer questions about paragraph read by teacher	30	Listening								
Science facts/inference	36	Science	24	Science	17	Science	33	Science	30	Science
Interpretation of data	14	Science	11	Science	23	Science	7	Science		

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[*] Test levels appropriate for end of third grade

TABLE 4

Social Science Tasks/Skills Included Within Five Achievement Test Batteries[*]

	SAT		MAT		CAT		CTBS		ITBS	
Tasks/Skills	**Items**	**Sub-test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**	**Items**	**Sub-Test**
Social science facts/inference	41	Social Science	28	Social Studies	13	Social Studies	9	Social Studies	26	Social Studies
Map reading	7	Social Science	4	Social Studies	11	Study Skills/ Social Studies	19	Study Skills/ Social Studies	16	Social Studies/ Maps & Diagrams
Analysis of graphs/charts	2	Social Science	3	Social Studies	18	Social Studies	12	Social Studies	12	Maps & Diagrams

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[*] Test levels appropriate for end of third grade

VII. ISSUES IN THE USE OF STANDARDIZED TESTS

Over approximately the past forty years, there has been an increasing use of standardized testing (especially standardized academic achievement tests), and an expansion in the purposes for which tests are administered (Haney and Madaus, 1989). As the quantity of testing has grown, however, there has also been an increasing dissatisfaction with several aspects of the tests and their uses (Geisinger, 1992; Gandara and Merino, 1993; Haney and Madaus, 1989; Mehrens, 1992; Shepard, 1989). Many of these concerns have been voiced regarding the use of the tests with the general population of students. However, the same issues apply to the use of the standardized tests with language minority and LEP students, and have perhaps even greater implications for these students.

A. Criticisms of Standardized Achievement Tests

Arguments against the use of standardized achievement tests have addressed effects of the tests on instruction, on selection and placement, and on the uses of test results for accountability purposes (Darling-Hammond, 1994; Haney and Madaus, 1989; Milk, 1993; Shepard, 1989; Worthen, 1993). They have also related to the appropriateness of the instruments for LEP students based on language and cultural considerations. The specific criticisms related to the use of standardized tests are presented below.

1. Tests focus on lower order skills and lead to narrowing of the curriculum.

Standardized tests are most often multiple-choice tests. While this format does not preclude items that can tap use of higher order skills, most often the types of skills that are required are lower-order skills such as recognition of a correct response (as opposed to higher order tasks, e.g., tasks that require application of knowledge to solve a problem). Since current research emphasizes the importance of promoting higher order thinking skills, the standardized multiple choice tests are criticized for their failure to assess these critical cognitive skills. The argument is made further that, given their focus on lower order skills, the tests provide a poor indication of a student's true level of understanding of the content being tested.

A closely related criticism of the use of standardized tests is based on the unintended outcomes of the tests. Particularly when there are high stakes attached to the results of tests, teachers tend to "teach to the test". That is, teachers begin to teach to the test in order to prepare students (Meisels, 1989; Milk, 1993; Shepard, 1989; Shohamy, 1993). As a consequence, what is taught to students takes on the same emphasis on lower-order, rote skills as is present in the test, and time for other instruction is lost to test preparation (Darling-Hammond, 1994).

2. Test results are used to make inappropriate placements and decisions concerning LEP students.

Tests are also used to determine students' eligibility for special programs, and to identify competence in skills required for promotion or graduation. These are also "high-stakes" testing purposes in that performance on the test determines future prospects for the student (Madaus, 1989, cited in Sosa, 1990). Assessment outcomes may limit the students' potential to achieve at high levels. For example, when students are placed within lower instructional tracks, the instructional content they receive, is much more likely to be focused on lower order cognitive skills, such as in drill and rote learning tasks. Unfortunately, poor and minority students are found to be selected for lower track placement more often that would be expected based on their percentages in the population (Oakes, 1990).

Misclassification of LEP students often occurs when those administering the assessment lack an understanding of the effect of second language acquisition patterns on assessment outcomes (Shiff-Myers, Djukic, McGovern-Lawler, and Perez, 1992; Ascher, 1990; Bermudez and Rakow, 1990; Ortiz and Wilkinson, 1990). Thus, LEP students are overrepresented in special education classes but underrepresented in gifted and talented classes (Darling-Hammond, 1994; Ortiz, 1992), due to the lack of understanding about the role of language.

In addition, for individual students, the outcomes of a high stakes test can have a significant impact on that individual's future. For example, where eligibility to graduate is determined by test scores (Airasian, 1987; Darling-Hammond, 1994), LEP students who enter at the secondary level often do not have the level of English proficiency required to pass the required minimum competency exams in English. Without a diploma, these students will face later difficulties in obtaining employment.

3. Test are inappropriately used for evaluation/accountability.

The uses to which test results are put are also a critical issue. As Airasian (1987) points out, tests have become important for decisions involving staffing, comparisons among schools and districts, funding decisions, and program evaluation. Program outcomes in terms of student scores on achievement tests have been used as data in evaluation of programs, and as accountability data in assessing teachers, schools, districts.

Despite the increased emphasis on testing over the past two decades, test data are often not consistently available for LEP students (Gandara and Merino, 1993). Often LEP students are either exempted from taking the test (LaCelle-Peterson and Rivera, 1994) or the LEP students take the test but their scores are not reported or included within any local averages. Many teachers and administrators feel strongly that their students should not be required to take the test out of a concern for the student, whose English proficiency may not be adequate. In addition, there is a further concern regarding the effect of LEP students' scores on the overall means on the test. Spencer (1994) has presented data showing at the state level how inclusion of LEP students can affect the overall scores reported; for example, with LEP students included, the State of California drops significantly in overall ranking on test scores for NAEP.

Also, there are also concerns that the test results for groups may be misinterpreted. Hakuta (1986) has reviewed past testing practices with language minority populations showing that misuse and misinterpretation has often occurred. It is in part this type of historical record that overshadows some of the current debates about LEP students in assessment and that has created a reluctance towards assessment on the part of teachers and other staff who work with LEP students.

When LEP students are included in testing in English, analysts do not always recognize that the outcomes reflect the operation of two factors: language proficiency and academic knowledge. Thus, LEP students' achievement is underestimated (LaCelle-Peterson and Rivera, 1994; Secada, 1994). Comparison of LEP students' scores against test norms is questionable, given that the norms generally are based on mainstream, monolingual or English-proficient students (LaCelle-Peterson and Rivera, 1994). This type of comparison is not an equivalent one. For LEP students, the assessment will test both language and content; for the monolingual student, the assessment will measure content knowledge, and the role of language proficiency will be minimal.

However, exclusion of LEP students from testing due to their low level of proficiency in English is also not appropriate if schools and districts are to be held accountable for the performance of all of their students (Canales, 1994). The issue is therefore how to meaningfully include LEP students within assessment for accountability so that their needs and performances are recognized while ensuring that there is no misuse or misinterpretation of the LEP students' scores.

4. The roles of language and culture in test performance are not recognized.

Research on language acquisition has demonstrated that second language acquisition is a long-term process (Collier, 1992) and that fluency with the language in social interaction does not necessarily indicate full acquisition of decontextualized, academic language use (Cummins, 1984).

Particularly when tests are used for the purpose of examining growth in student achievement, the question of student language proficiency presents complications. The LEP student who is gaining in content knowledge through instruction in English is also gaining in English language proficiency, a process which requires somewhere between 4-8 years for full proficiency to be achieved (Collier, 1992). How can increases in scores on a test of content area be interpreted: Do they represent gains in content area knowledge? Or, do they represent gains in English proficiency? Or, perhaps most accurately, what portion of an increase in score should be attributed to these two factors?

The role of culture is also important. In current descriptions of the learning process, learning is described as "constructive," that is, built or created by the learner on the basis of existing or prior knowledge (e.g., Anderson et al., 1985). This includes much of a learner's knowledge that is built upon day-to-day experience. When a lesson, reading text, or test item is based on objects, situations, or viewpoints that are particular to only certain groups, then students outside those groups will be at a disadvantage. The students who do not share the experience assumed by the text will have difficulty in understanding and learning from the text, or in demonstrating their ability in skills/concepts through the use of a specific test item. Thus, cultural differences can affect the level of performance of language minority students on tests which have been developed primarily for mainstream students (Geisinger, 1992; Hamayan and Damico, 1991; Madaus, 1994; Navarette et al., 1990).

B. Concerns Regarding the Language of Administration in Standardized Testing

An important issue that arises in designing assessment for LEP students is whether to test in the student's native language or in English. In order to obtain a more fair test of a LEP student's level of achievement, one recommendation is to test the student in his/her native language. This recommendation, however, leads to other issues. For many language groups, the resources for testing in the students' native language are not available and use of English is the only possible option. The question then is whether assessment can be administered in the native language for some language groups but not others.

Second, LEP students may have oral skills in their native language, but these may be weak or in the process of attrition. This can occur, for example, when a student is in a point of transition from the native language to the second language, English. Even where oral native language skills are strong, the students may lack needed literacy skills in their native language. What is then the appropriate approach to assessment for these students?

Third, even when a student is proficient in the native language, the language of assessment must also be related to the language used for instruction. That is, is a test of mathematics given in Spanish to students whose instruction has been all in English any fairer to the student? If a student is tested in the native language and is taught in the native language with a transition to English, at what point is assessment also transitioned into English?

The answers to questions related to LEP students' inclusion in testing, whether in English or in their native language will not be simple. In addition, these answers will need to be formulated with a clear understanding of the purposes of the assessment and of the factors involved in LEP students' performance. Once questions about language of administration are answered in principle, further decision-making will need to address the practical questions regarding implementation.

If it is decided in principle that native language testing will be used where appropriate, then this decision sets in place a series of implementation issues. These include outlining the process and criteria for identifying those students for whom native language tests are the most appropriate (e.g., language dominance testing, review of individual students'instructional programs, etc.). In addition, how to schedule and implement the testing will need to be determined as well as how and when to transition a student to English language tests. Each decision should be made with the realization that at the school and classroom levels any one requirement may involve a significant commitment of resources. Thus implementation concerns should be a critical component of decision-making regarding assessment, especially regarding the issue of the language of administration of a particular test.

VIII. ALTERNATIVE ASSESSMENT

There has been increased interest in alternative means of assessment, especially to assess higher order cognitive skills and application of knowledge to new problem-solving situations. For LEP students in particular, alternative assessment approaches have been viewed as very useful new directions to explore.

A. Definition of Alternative Assessment

Alternative assessment perhaps is most simply defined as being different from standardized, multiple choice or discrete point tests which test skills through decontextualized items and which generally focus on lower order skills. In contrast to standardized tests, alternative assessment approaches:

- tap use of higher order thinking skills;
- require reasoned application of acquired knowledge rather than rote repetition of facts or formulae;
- are defined within contexts that are meaningful to students, either as relevant to real-world tasks and/or as examples of ongoing work produced by the student.

Alternative assessment approaches generally involve more extended tasks, i.e., tasks which require more time to complete or that involve a series of multiple tasks (Baker, 1992). Alternative assessment can also include student-constructed products that demonstrate the student's knowledge or proficiency. Such demonstrations might be a specific performance or product (e.g., an oral speech, a play about an historical event) or, the product could be a longer term demonstration such as a portfolio that represents examples of student work over time (e.g., writing samples, examples of problem-solving in mathematics). Alternative assessments can be both structured approaches (e.g., checklists, rating scales) as well as unstructured approaches (e.g., writing samples, anecdotal notes) (Navarette, Wilde, Nelson, Martinez, and Hargett, 1990).

A distinction is generally made between two types of assessment: performance assessment and portfolio assessment (e.g., Valdez-Pierce and O'Malley, 1992). Performance assessment (e.g., oral interviews, story retelling, simulations, hands-on lab work) involves a student's completion of a task to demonstrate specific skills and competencies in relation to agreed upon standards (Valdez-Pierce and O'Malley, 1992; Feuer and Fulton, 1993). The student's performance is observed and rated according to specified criteria. Portfolio assessment is an ongoing, systematic and purposeful collection of student work that reflects progress toward specific goals. Portfolio assessment often includes student self-reflection and monitoring as key elements (Valdez-Pierce and O'Malley, 1992).

For purposes of guiding classroom instruction, teachers and students can make selections of tasks, form judgements about the work, and identify areas which need further effort. However, in large-scale uses of alternative assessment, the selection of tasks, judgements of performance, and interpretation would be carried out outside of the classroom, by trained raters.

B. Motivations for a Shift Toward Alternative Forms of Assessment

Alternative assessment has begun to be viewed as an important direction in assessment that is consistent with much of what is being emphasized in the research on learning processes and on effective instruction.

1. Restructuring of viewpoints on learning processes and assessment.

The objective of instructional reform efforts overall has been the development of more challenging and meaningful learning tasks for students that promote the development of higher order thinking skills. In research on learning processes, effective instructional models are further defined as those in which students are active participants in instruction, taking responsibility for their own learning, and teachers are facilitators of this process (e.g., Brown et al., in press; Resnick, 1987; Special Issues Analysis Center, 1993; Warren and Rosebery, 1990). This model is derived from research in which learning is defined as the product of interaction of a learner with others who guide the development of skills and understanding, such as outlined in the research of Vygotsky (1978, "Zone of Proximal Development").

Within the area of instructional reform, recent work is also focused on the creation of more "authentic" instructional contexts (Newmann, F.M. and Wehlage, 1993) in which students develop new knowledge through application to problems that have meaning to them, i.e., problems that are similar to those they would encounter outside the classroom. Multiple-choice tests are viewed as generally failing to assess the higher order thinking skills emphasized by these areas of research, and thus there has been growing interest in alternative and more "authentic" assessment (Wiggins, 1989) tasks.

In the area of language proficiency, language use is described as an integrated process rather than a composite of discrete skills (Oller, 1992) and there is an emphasis on the highly contextualized nature of language learning and language use (McLaughlin, 1987). Good assessment of language proficiency therefore examines language use within more contextualized and meaningful tasks (Bachman, 1990), rather than examining discrete, decontextualized language skills (e.g., such as grammatical forms in isolation).

2. The use of alternative assessment to promote improvement in instruction

Alternative assessment is viewed by many as a means of promoting school change (Darling-Hammond, 1994), and promoting effective instruction. It is thus seen as a specific tool to be used in educational reform. The use of alternative assessment approaches is expected to promote the use of participatory or active instructional settings. Such assessments are expected to provide to both teachers and students information that is directly relevant to their ongoing work in the classroom, indicating level of skills and content knowledge to guide further learning efforts. For LEP students, the flexibility of alternative assessment formats and the potential for structuring these to adapt to the language in which the student is learning are seen as offering a more appropriate means of measuring progress toward academic goals. Thus, especially in terms of assessment used for the purpose of guiding instruction, alternative assessment offers important opportunities for LEP students in particular.

3. Alternative assessment to inform high-stakes decision-making.

Alternative assessment approaches are being examined as effective means of assessing higher order thinking skills such as will be incorporated within proposed national standards. Alternative assessment tasks are viewed as more appropriate for these purposes since they provide different formats, extended time for in-depth work, and student direction of their own efforts, in contrast to multiple-choice tests. However, as with current multiple-choice tests, issues of reliability, validity, and generalizeabilty must be addressed. Similarly, issues of how to fairly include LEP students must be addressed.

C. Issues in the Development of Alternative Assessment Approaches

Alternative assessment is gaining much support. For example, the Office of Technology Assessment (1992) reported that as of 1991, thirty-six states were using writing assessments and nine other states were in the planning stages. Of the 36 states, 21 used at least one other type of performance assessment (e.g., constructed responses, portfolios, hands-on demonstrations). Most of these states were using the new tests in conjunction with multiple-choice tests. However, many of the same issues for which the standardized multiple-choice achievement tests are criticized can be equally problematic for alternative assessments (Baker, 1992; Mehrens, 1992). In addition, other concerns may arise due to the nature of the tests (For example, development and maintenance costs may be a large issue; Mehrens, 1992).

1. What is required for reliable and stable judgements?

Alternative assessment tasks generally involve a demonstration or product which is to be observed and rated by a judge. For example, writing samples or answers to a science problem must be rated following stated criteria. Individual judges who rate the same performance or product should agree on their ratings, and ratings from assessment of a particular skill within one task should agree with ratings of the same skill from another task. Thus far, the results on reliability are mixed. The Vermont program of assessment has resulted in portfolio outcomes which show promise but which for now do not provide sufficient reliability ratings to support their use in large-scale accountability studies.

Reliability of performance assessment has been primarily reported for writing assessment, for which rater reliability is generally in the low .80s (Mehrens). Interim results of the State of Vermont's portfolio assessment program have shown some increases in reliability of ratings in the second year of implementation for portfolios in writing and in math; however, while reliability for mathematics was reasonably strong, particularly in grade 8, the reliability for writing portfolios was not satisfactory and indicated further attention to the definition of the writing program (Koretz et al., 1993).

2. Can validity of the tasks be demonstrated?

Alternative assessments have face validity (Mehrens, 1992). That is, they appear to measure the skills that educators want to measure. For example, in the area of written work (the most common form of performance assessment involves writing), alternative assessment offers direct observation of the skills to be measured: integrated use of language to communicate with the reader. However, further research is needed to examine the actual validity of the alternative assessment tasks for measuring the higher order skills they are intended to measure (Mehrens, 1992).

One important problem related to validity is the limited task sampling that is possible given the fact that each performance assessment task requires an extended time period. Generalizability from a limited set of specific tasks to a larger curricular domain is a question. Thus far, it appears that results of assessment of higher order cognitive skills are limited in their generalizability (Mehrens, 1992; Miller and Legg, 1993; Shavelson, Baxter, and Gao, 1993).

The time and resources required for development and administration of alternative assessment tasks limit the number of topics or content areas that can be assessed. This being so, there is a concern that ultimately the use of alternative assessments for purposes of accountability could narrow classroom instruction by limiting instruction to those skills and topics included in the assessment.

D. Issues in the Implementation of Alternative Assessment

Standardized, multiple-choice tests have an advantage in terms of cost and time compared to alternative assessments. Both in terms of development and implementation, alternative assessments are likely to require a very lengthy process to define, develop, administer, and interpret. Before use of alternative assessment can be put into place successfully, there are several issues to be addressed related to their implementation. These are outlined below:

1. Who administers and rates?

Alternative assessments used for instructional purposes ultimately rely on users who will be in the classroom--the teacher. As Rueda points out (1992), it is critical to consider the "end-users" of the assessment measures being developed. In particular, it is important to recognize that the alternative assessments being proposed represent a major departure from the assessments that have been used in the past. Most of the teachers who will be using these assessments have been trained within the older assessment framework. If alternative assessments rely on teachers, then their effective use will be dependent upon teachers' willingness to change. Real conceptual change is not easy to achieve and teachers need ongoing assistance in that process. Yet if teachers are not able to change their beliefs, few changes in practices will occur (Peterson, 1992). For alternative assessment used with LEP students, the persons who develop and implement the review, scoring, and interpretation of student outcomes will need to be informed regarding language minority issues and the role of language acquisition in performance.

Similarly, for alternative assessment used for large-scale accountability purposes, those who develop and implement the assessments will need to consider the issues involved for language minority and LEP students related to review, scoring, and interpretation of student products.

2. Is the assessment task format related to classroom tasks?

Students' lack of familiarity and comfort in working within a performance task setting will hinder their ability to complete the task, compared to students who have prior experience in working with these tasks. Shavelson, Baxter, and Pine (1991, in Ruiz-Primo, Baxter, and Shavelson, 1993) found an effect of student familiarity with hands-on science tasks in their research on performance assessment in science. The researchers found a consistently higher mean performance score on hands-on science tasks for students who were experienced in these types of tasks compared to students who were not experienced. This linkage with classroom experience raises questions regarding generalizability. There is also something of a circular argument here, since the use of alternative assessments is expected to help bring more effective instruction in the form of higher order skills and authentic learning into the classroom.

In summary, if LEP students are to be included in alternative assessment programs, then it is important that LEP students as well as mainstream students participate in effective instructional approaches that promote active participation in tasks that require application of higher order learning and problem-solving skills.

3. What are the implications for language minority students?

For LEP students, the shift toward alternative assessment, particularly if the assessment is to be carried out in English, may place an increased burden in terms of the level of language skills required. For example, Secada (1994) suggests that the shift toward use of alternative assessments within mathematics may bring about an increased language load with the end result of greater divergence in mathematics results.

Clearly, for LEP students, the question of the language to be used in assessment is a key one. The advantage of alternative assessment approaches is that, in contrast to standardized tests, alternative assessment tasks can be developed by the teacher in the language of instruction. If portfolio assessment is used, then the student work samples would be in the language in which the student is working. On the other hand, if alternative assessment approaches are to be developed and specific tasks or "item banks" created for the purpose of large-scale use across districts, states, or nationally, then the issue of language and culture as factors in the development of the tasks would clearly remain a difficult technical issue.

4. What are requirements for professional development?

Maldaus (1994) cautions that "It is much easier to plan and mandate a new assessment program than it is to change attitudes and the institutional practices of people involved in the daily life of classrooms" (p. 89). Baron (1992) in describing prerequisites for the effective use of performance-base assessments emphasizes that it is not enough to define new types of assessments. Based on her experience in Connecticut with implementation of performance assessments, she lists seven recommendations which focus on support for teachers, especially those that allow teachers as professionals the time to develop understanding of and participation in the definition of assessment tasks. She also lists administration support and the appropriate curriculum materials that are consistent with the assessments as important elements of implementation.

Teacher educators are beginning to recognize the important role of assessment, and states are beginning to include assessment coursework within requirements for certification or licensure (Cizek, 1993). More than simply additional coursework, however, alternative assessment requires a major conceptual shift on the part of teachers in terms of how they assess and how they instruct, and the relationship between the two. This is not an easy thing to accomplish and much more is needed if alternative assessment is to become the favored approach. In particular, for teachers of LEP students, an understanding of the reason for their students' participation in any assessment, an assurance that results will not be inappropriately used, and an understanding of the specific purposes of the assessment will be important. In particular, this will be necessary in order to obtain their support for inclusion of LEP students in large-scale testing for accountability purposes.

E. Future Directions

Alternative assessment approaches show much promise as a means of assessing students that is consistent with what is considered to be effective instruction. However, the use of alternative assessment must be examined with some caution and care in defining the tasks, the criteria, and the content. As Baker (1992) has noted, there is much more effort needed in definition of alternative assessments, and in ensuring validity and reliability. As a first step, the types of skills to be assessed must be defined, and the interaction of the specific assessment format with the content tested must be examined (Baker, 1992). The purpose for which the assessment will be used must be considered in conjunction with the approach to assessment that is selected, the criteria to be used in making judgements about a student's performance must be identified, and judges trained.

For low stakes purposes or to guide instruction, alternative assessment has shown promise in much of the research. With further definition of tasks, criteria, and scoring, alternative assessment tasks will presumably gain in reliability and validity and in value to teachers and students. However, much of this requires a signficant change in beliefs and practices regarding assessment. In addition, for assessment of LEP students, it may require teachers--especially mainstream teachers of LEP students--to shift their beliefs and practices regarding the involvement of LEP students in their classes. These two observations underline the urgent need for a central focus to be placed on professional development issues, and to ensure that there is input from teachers, including teachers of LEP students, incorporated into all efforts to develop new assessment policies and practices.

For use of alternative assessment, expense and time are problems. Even if psychometric worth is in question, however, there is the value of the one-on-one time spent by a teacher and student reviewing a portfolio, or in reviewing progress on a performance task (Maeroff, 1991, in Cizek, 1993). This reflects the validity of alternative assessment's use in the classroom in support of teacher-student partnership in learning that can be useful for the purpose of guiding instruction. Without the necessary reliability and validity established for specific tasks or portfolios, however, then there is no assessment occurring that can be effectively interpreted, generalized, and shared in comparisons or used with confidence in guiding educational decisions.

F. Summary

In putting alternative assessment approaches into place, the research and practice on use of alternative assessment thus far has indicated the following requirements:

1. Substantial teacher involvement and professional development.

2. Clear definition of the skills to be assessed and of the relationship of the skills to the specific context or format in which they will be assessed.

3. Clear specification of the criteria on which skills are to be judged.

4. Clear specification of the purposes for which an asssessment will be used and how the outcomes obtained will be used for that purpose.

5. Specification of scoring and adequate training of raters, especially if assessment is to be used for high stakes decision-making.

For LEP students in particular, alternative assessments do not in themselves resolve some of the key issues, and these will remain to be addressed. For example, in any form of assessment ultimately used, there will still be the question of the language of assessment to be used with LEP students and how to determine this in relation to the student's instructional program and level of language proficiency.

IX. CONCLUSIONS AND RECOMMENDATIONS

As described in the introduction, the goal of this paper was to examine current assessment practices as they relate to LEP students and to suggest some future directions for LEP assessment. The review was intended: (1) to inform federal and state policy-makers as they design standards and systems to assess progress toward national education goals; and (2) to provide suggestions for improving assessment practices at the local level. The review suggests that at both of these levels, it will be necessary to think carefully about the purposes of the assessments to be carried out, the means by which they will be implemented, and the meaning of the scores or other information to be obtained.

There are three broad categories of purposes of assessment which need to be examined: assessment to guide instruction in the classroom; assessment to make decisions regarding selection and placement; and assessment to examine student performance for purposes of school, district, and program accountability. As the discussions above concerning standardized, multiple-choice achievement tests and alternative assessment approaches have indicated, there is not a simple formula to follow. While there is hope that alternative assessments might be designed to eventually address all of these purposes (e.g., Baker, 1992), there are many questions which first need to be asked. While issues related to the definition and use of performance assessment are being examined, the use of performance assessments in conjunction with other more traditional forms of assessment is probably the best route.

Based on the findings of this review of assessment issues and practices relevant to LEP students, the following analyses and recommendations are offered:

A. Assessment in General

Discussion

This review has suggested that assessment is carried out for a variety of purposes, and that the optimal methods of assessment vary based on those purposes. For example, assessments designed for program evaluation and accountability purposes are often not very useful for instructional assessment purposes. However, there is considerable pressure within classrooms and schools to minimize the amount of testing of LEP (and other) students. Thus, specific assessments are often performed for multiple purposes. As a result, assessment results are sometimes expected to be used for purposes for which they were not designed.

Recommendations

1. The purpose or purposes of particular assessments of LEP students should be clearly defined. The assessment should be specifically designed for the purpose(s) for which it is intended. When assessment information is used for purposes other than those for which the assessment was designed, the analysts should clearly state the limitations of the data for addressing those purposes.

2. Whenever possible, a particular assessment session should be designed to serve only one purpose. In this way, the assessment can be highly focused on that purpose. If a particular assessment session must serve more than one purpose, the assessment should include subparts which specifically address each of the purposes. An achievement testing session for instructional assessment and accountability purposes, for example, might include both standardized and curriculum-specific subtests.

3. Consideration should be given to use of more than one type of assessment. For example, alternative assessment tasks in combination with modified standardized multiple-choice tests (with items designed to elicit higher order thinking skills to the extent possible) could be developed. In determining the combination, costs and benefits and issues of breadth versus depth of coverage will need to be examined.

4. Any decisions regarding assessment should be made with an awareness of actual implementation requirements and what reasonably can be expected of schools, classrooms, and students. If sufficient attention is not given to the implementation requirements for the school, classroom, or student, then the overall assessment design will be in danger of not being carried out as planned.

B. Assessment of LEP Students for Instructional Purposes

Discussion

The review has suggested that too little attention has been paid to the relationship between assessment and the effective instruction of LEP students. These two issues are often seen as separate topics, and thus there are few models which integrate effective instructional approaches with effective approaches to assessment.

Recommendations

1. LEP students should participate fully in assessment for instructional purposes.

2. For the purpose of guiding instruction, alternative assessment approaches should be given continued consideration and development. Alternative assessment approaches to be used in guiding instruction should include those focused on content knowledge and its application, and also assessments focused on language proficiency skills.

3. Teachers should be given additional professional development experiences in the use of assessment in general, in the use of alternative assessment approaches, and in the use of these approaches with LEP students as well as with non-LEP students. Teachers will need sustained follow-up to support them in developing their use of newer assessment approaches.

C. Assessment of LEP Students for Identification and Placement Purposes

Discussion

A major issue identified in this review has been the inappropriate use of assessment results to place LEP students in programs which limit their educational and career opportunities. In particular, there has been concern about inappropriate placement of LEP students in special education and remedial content classes, and in programs which do not lead to graduation and postsecondary education.

An approach which most school districts use to address this issue involves assessment using multiple measures. There is general agreement that no single measure should be used for identification and placement purposes, but there is much less agreement about which tests and selection standards should be used for these purposes.

Recommendations

1. All assessment for the purposes of identification and placement of LEP students should involve the use of multiple measures. Scores on achievement tests in English should not be either the primary or only measure used in assigning LEP students to specific service programs; other means of assessment should be used for these purposes.

2. To the extent possible, assessment for the purposes of identification and placement of LEP students should include some measure of native language proficiency. This might range from asking the student or parents about native language proficiency to informal assessment of oral proficiency skills by interview to formal assessment using standardized language proficiency instruments.

D. Assessment of LEP Students for Evaluation and Accountability Purposes

Discussion

This review has discussed the issues and problems associated with including or excluding LEP students from assessments designed to measure the effectiveness of classrooms, schools, and districts in meeting local, state, and federal educational goals. There are strong reasons both for including and excluding LEP students from such assessments if they are conducted in English.

There are a number of reasons for including LEP students in such assessments. If LEP students are included, the overall results for a school, district, or state will be more comprehensive. LEP and other students (e.g., those in special education) are often excluded, resulting in mean achievement levels that are higher than they would be with all students included. Given the variation in how LEP students are defined, consistent inclusion of LEP students can lead to more appropriate or fair comparisons of school units. Also, if LEP students are included, there will be more pressure to improve services to those students.

On the other hand, if LEP students are included in such assessments, the overall results can only be described as **academic achievement using the English language**. Without the use of parallel versions of the test in the native languages of students (which are few and difficult to produce), it is virtually impossible to separate the effects of content area knowledge and knowledge of the English language. Thus a student who has content area knowledge or skills learned through the native language will not be able to demonstrate them through a test that uses only English.

If LEP students are included in such assessments, there is a very serious danger of misinterpretation of results. Analysts may not recognize that both English language proficiency and content knowledge are tested in achievement tests administered to LEP students, and may under-estimate LEP achievement levels. Thus, for example, students in a school which uses a transitional bilingual education approach may be meeting instructional goals in the native language but may not score well on an English language test.

Including LEP students in such assessments may also have other negative consequences. Taking a test in English may be a highly discouraging experience for a student with limited English skills. If teachers are using the native language or are covering course content which is different from the mainstream program, they will correctly perceive that the test is less relevant and appropriate for their students than for other students.

Recommendations

1. LEP students should not be included in standardized achievement testing programs in English (whether these are traditional standardized tests or alternative assessments) until they have received formal language instruction in English for a minimum specified period of time; we recommend one and one-half years.

2. When LEP students are included in standardized achievement testing in English, the results should be used only for group assessment purposes. . Such scores can serve to define how subgroups of LEP students are progressing in relation to instructional objectives as measured in English. To the extent possible, the results should be disaggregated to examine the achievement of meaningful subgroups of LEP students based on length of time in U.S. schools, levels of English language proficiency and, especially, type of service being received.

3. Whenever results are presented involving standardized achievement test scores in English for LEP students, the presentation should clearly indicate that achievement test outcomes for LEP students are the outcome of two sources of input: English language proficiency and academic knowledge. The presentation should also state that academic achievement levels of LEP in English may not be related to their achievement levels in the native language.

4. Considerable work needs to be done in developing a national consensus concerning how to report results for LEP students included in standardized achievement testing in English. The results for LEP students could be presented separately or as part of overall school/district means.

5. For LEP students in bilingual programs, achievement testing for content subjects should if possible be performed in the language in which the student is most capable of showing knowledge and skills. The results of standardized achievement testing in the native language can be used for instructional assessment, placement, and program evaluation purposes.

6. When achievement testing of LEP students is being done for program evaluation or accountability purposes only, consideration should be given to testing at fewer grade levels or to sampling students within grade levels. The testing burden on LEP students is very high, and such methods could decrease the testing burden while still providing for the necessary inclusion of LEP students in analyses of performance.

APPENDIX A:

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II. DESCRIPTION OF TASK ORDER DO80 PRODUCTS

(1) 4" x 3" Color Base Map of the 16 Multifuntional Resource Center Regions

(2) 4" x 3" Overlay of the Location of Part A Programs (highlighting Academic Excellence projects)

(3) 4" x 3" Overlay of the Location of Part C Programs (higlighting Education Personnel Training projects)

(4) 18" x 24" Laminated Color Base Map of the 16 Multifunctional Resource Center Regions

(5) 8 1/2" x 11" Color Base Map of the 16 Multifunctional Resource Center Regions

III. DESCRIPTION OF TASK ORDER DO90 PRODUCTS

(1) 4′ x 3′ Chart of Students and Funding for Title VII Part A Programs (three color coded maps showing number of students, total obligated amount, and total obligated amount per LEP student by state)

(2) 4′ x 3′ Chart of Students/Participants and Funding for Title VII Part A and Part C Programs (four bar graphs, color-coded to show the number of students/participants served and the total obligated funds for individual Title VII programs)

(3) 4′ x 3′ Chart of Numbers of Projects by Grade Range: Title VII Part A Programs (bar graphs showing grade ranges served by individual Part A programs)

(4) 4′ x 3′ Chart of Language Groups Served by Title VII Programs (bar graphs and pie chart to show language groups served by Title VII overall and by individual programs)

(5) 8 1/2" x 11" masters for each of the four displays

FL

SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year Two
(Volume VII)

Task Order D110 Report

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SPECIAL ISSUES ANALYSIS CENTER

School District Master Plans for Improving Services to Limited English Proficient (LEP) Students

Focus Group Report
Volume 1: Findings

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I. INTRODUCTION

A focus group on master planning for districts serving Limited English Proficient (LEP) students was convened by the Special Issues Analysis Center (SIAC), on August 3-4, 1994, at Development Associates, Inc., Arlington, Virginia. The meeting was held to gather information related to the components of master plans (especially those elements related to LEP students) and how master plans relate to overarching state and school reform efforts. This information was intended to assist the Office of Bilingual Education and Minority Language Affairs (OBEMLA), U.S. Department of Education in fulfilling its mission to provide national leadership in promoting equal access to an education of high quality for language minority populations. The convening of this focus group related specifically to Goal #2 of OBEMLA's strategic plan which is to build and/or enhance LEA capacity to effectively serve LEP and other language minority students and effectively include parents.

Ten superintendents who were responsible for the development of school district master plans, including plans for LEP students, participated in the focus group. These superintendents represented districts in large, small, urban, suburban and rural areas and a wide range of LEP populations in terms of language groups as well as total population served. Over the course of the two-day meeting, the participants addressed questions in four areas: the components of master plans; the development of master plans; the implementation of master plans; and assessment of master plans. Each broad area was broken down into more specific questions which were addressed in group discussions. The participants also provided written recommendations in each of the four areas.

The focus group report consists of two volumes. This volume, Volume I, presents the findings of the focus group meeting. The findings are based on the comments of the focus group participants as well as an examination of the planning documents from each district. The report describes the variety of approaches to master planning in each district, specific areas of disagreement among participants, and unresolved issues relating to each aspect of the planning process. In addition to the findings, Volume I also contains a list of focus group participants and the districts they represent (Appendix A), the schedule and agenda for the meeting (Appendix B), and the individual written recommendations of the ten participants (Appendix C). Volume II contains the transcript of the two-day meeting.

II. ABSTRACT

The focus group discussion was organized around a series of questions formulated by OBEMLA. The questions and summary answers to them are presented below.

What are the critical components of each master plan, including components for (re)designing learning environments or education programs (in terms of language, instructional, school management, student evaluation systems, standards/success criteria, interpersonal teacher-student, parent-school relationships, teacher education and in-service training strategies) for LEP students? What components are common across all of the plans?

Most districts began their major planning documents by stating a district "mission" or "vision" describing the district's philosophy or approach to education. The inclusion of core goals or beliefs is another common component of master planning documents. The district mission and core set of beliefs serve in all cases as the basis for the development of the specifics in the master plan. Most plans are then divided into sections in which the general district mission and beliefs are more clearly defined. Common section include curriculum, students, staff development, parent and/or community involvement, school climate or environment, and facilities.

There are basically four ways in which learning environments and educational programs for LEP students are addressed in master plans by school districts: the general master plan is a LEP plan; a separate planning document is created for LEP students; LEP students are discussed within the general plan; LEP programs and procedures are described in a "Handbook". Which of the four strategies a district chooses to use depends on a number of factors including state mandates, the size of the LEP population, the extent to which the LEP population is homogeneous or heterogeneous, how vocal these groups are within the school system, and the district's goals.

Most districts include specific procedures for assessment and placement into LEP programs, as well as specific criteria for exiting LEP programs in their planning documents. Teacher education and training and/or staff development (for all staff working with LEP students) is a key element in most plans. Improved parent involvement is seen as an important factor contributing to the success of LEP students and, as a result, many plans include strong parent involvement components.

How do the plans relate to adopted or emerging state reform plans?

Master plans incorporate or reflect state mandates and court orders relating to education in general and bilingual education. In some cases, for example districts have separate LEP planning documents because this is mandated by the state or by a court order. The types of assessment methods and the goals of the plan are also influenced by state mandates.

What are the essential steps used to develop the Plans, including reaching consensus on what each Plan included?

Most superintendents agreed that it was important to involve all key stakeholders in the planning process. One superintendent talked about involving everyone in planning who will be affected by the plan when it is implemented. These stakeholders include: district staff; principals; teachers; school support staff; students (mainly at the high school level); parents (representing all special populations); community members (without children in school); members of the business community; representatives of local institutions of higher education; and school board members.

In many cases, the school board was brought into the process at a very early stage. In a number of instances, the school board was involved in the decision to begin the strategic planning process. The general process for most districts was to obtain input and recommendations from all of the key constituencies concerning what they would want to see in the plan. The next step was to write a draft, obtain feedback on the draft, and then revise. This process continued in most districts until all of the key players (including the community) agreed on the resulting planning documents. The final step in all cases was to bring the documents to the school board for approval.

What are the critical steps involved in effectively implementing such Plans?

Superintendents described several key elements that are crucial in order for implementation to be successful: strong community support for the plan; a climate for change within the district; a clear understanding of how the plan will be funded; a step by step plan for implementation including timelines and persons responsible for each goal and objective of the plan; and an understanding that the plans are evolving documents. Additionally, the superintendents recommended that, when necessary, pre-implementation training should be conducted so that everyone is clear about the mission and goals of the plan; the superintendent should provide frequent feedback and progress reports; plans should be developed to deal with change "resisters;" and all decision-making regarding programs and expenditures should be guided by the plan.

What are the estimated costs for incorporating the Master Plans into actual "administrative office-to-school-to-classroom" practices?

Implementation costs vary according to the size and composition of the district and the nature of the plan. Implementation costs are not easily separated from the costs associated with the development and evaluation of master plans. Districts may solicit additional funding for the new plan or use existing funds. District superintendents agreed that the funds they receive are frequently either not enough for the successful implementation of a master plan or so tightly restricted that program maintenance is at stake.

What are the estimated time frames for incorporating the Master Plans into actual "administrative office-to-school-to-classroom" practices?

Master planning takes a good deal of time. In some cases, it took the districts two years to develop the plans and as long as one year to plan for implementation; the plans themselves usually are multi-year plans. It may also take time to find funding for all of the programs set forth in the plans.

What other school and community support systems are required to support the Master Plans for improving schools serving LEP students and for improving services to LEP students at the classroom level?

A number of superintendents stressed the importance of continued support from local community groups, businesses, and colleges and universities. Parent and other local community groups provide support and assistance in a number of ways.

What are the milestones used for evaluating the Plans' effectiveness in improving LEP student achievement through this approach?

Districts who want to assess the progress of their master plans focus on measuring both process and student outcomes. Among the process outcome variables or indicators mentioned by district superintendents were: the extent to which the plan has been implemented or adopted; the quality and content of student education; staff development; the level of parent involvement in the learning process; parent and community outreach efforts; and, social cohesiveness. Student outcome variables that are used in the assessment process include the following: student attendance levels; student promotion and retention; student achievement levels; and employment and employment-related skills.

How do the Master Plans contribute to substantive change in opportunities-to-learn for LEP students?

Where process outcomes are available, the success of master plans has been promising. These outcomes include the expansion of social services to LEP students and their families; increases in family involvement; the expansion of services for LEP students; and an increase in teachers and administrators and community members working together to educate LEP children.

How do the Master Plans help the LEA to achieve high academic standards as described in the Goals 2000 Educate America Act?

The student outcomes of master plans have been mixed, but mostly positive. They include: increases in the number of students meeting proficiency requirements, going to college, getting a job, going into the military; increases in levels of student learning as the result of successful teacher training efforts; increased levels of achievement for high risk students; and increased participation in adult education programs.

III. FINDINGS

A. Components of District Master Plans

Superintendents from ten districts participated in the focus group. These districts were:

- Providence, Rhode Island
- Cambridge, Massachusetts
- Dayton, Ohio
- Orange County, Florida
- Oklahoma City, Oklahoma
- Carpentersville, Illinois
- St. Paul, Minnesota
- Rio Grande, Texas
- Taos, New Mexico
- Banning, California

Each of the superintendents sent copies of their district master planning documents for examination and review by the research team. All of the documents were reviewed and summarized prior to the focus group meeting. During the focus group, participants were given the opportunity to discuss their planning documents including the principles that guided selection of plan components, the relationship of the components to state and federal reform efforts, and specific issues relating to LEP students and other special populations. This section on the components of master plans is based on our review of the documents themselves as well as the group discussions about the documents and the processes by which particular sections came to be included in the plans.

1. Major Sections/Components of Plans and Principles that Guide Development

The types of documents received varied from district to district and was dependent, to a certain extent on the number of years the plan had been in place, and the circumstances surrounding plan development. For example, in Providence, Rhode Island, the development of a master plan was preceded by an independent outside evaluation of the Providence School System so the evaluation report was included among the documents sent. In Rio Grande, Texas, the plan has been in place for a number of years. For this reason, in addition to the actual planning documents, we were sent a copy of the implementation status of the plan in each school in the district. In Banning, California, where the master planning process has just begun, we received a multi-year calendar which indicated a time frame for plan development and a short document that described the district's "mission" and listed a set of draft district "beliefs" and a list of goals accomplished during 1993-94.

Although the types of documents varied, several commonalities existed across the districts. First, all districts seemed to begin their major planning documents by stating a district "mission" or "vision" describing the district's philosophy or approach to education. To give some examples of these statements, the mission statement of the Banning Unified School District states: "We believe that all students can and will learn to become successful and productive citizens. Our commitment is to build an effective educational program to meet students' academic, personal, social, and career needs. This will occur through the cooperation and involvement of community, parents, students and staff." In St. Paul, Minnesota, the mission of the district is "Lifelong Learning for a Just, Democratic and Productive Society". This mission is further articulated through the "High Five" Goals: Higher Learning Readiness; Higher Student Achievement; Higher Quality and Quantity of High School Graduates; Higher Parent and Community Involvement; and Higher Adult Literacy.

The inclusion of core goals or beliefs is another common component of master planning documents. The Taos, New Mexico "Mega Plan" includes a series of ten beliefs and values, expressed in paragraph form. The beliefs and values expressed in this document include, for example, the beliefs that "learners must first of all be healthy both mentally and physically...; that parents or guardians must become involved with the education of their children...; that a good teacher is the key to a good school system...; and a good school system delivers an articulated school program from grade to grade." In the Orange County, Florida plan, several values and beliefs are stated for students, learning, staff, parents and community, and school and worksites. No matter how they are specifically stated, the district mission and core set of beliefs serve in all cases as the basis for the development of the specifics in the master plan. Most plans are then divided into sections in which the general district mission and beliefs are more clearly defined. Common sections include curriculum, students, staff development, parent and/or community involvement, school climate or environment, and facilities.

Although there are commonalities among plans, they differ substantially in terms of components, level of specificity, implementation strategies, and assessment and evaluation strategies. For example, the Providence and Rio Grande master plans include fairly specific implementation information including the person or persons responsible for the implementation of each aspect of the plan, the resources needed for implementation, the expected outcomes for implementation and methods for measuring these outcomes. The St. Paul plan specifies specific objectives and expected outcomes but is not as specific about persons responsible for implementation or methods of assessment.

There are several key factors that appear to influence these areas of variability. The first factor relates to the role of the district administration. In some cases, the district administrative organization chart is relatively flat, that is, administrators spend little time "administering" and a lot of time serving as resource people for school-level staff. This seems to be the case when a district embraces site-based management. *In terms of plan specificity, in districts where site-based management has been in place for a number of years, the general district planning documents do not include much specificity in terms of goals, objectives and implementation.* Instead, each school is responsible for preparing a site plan that articulates the general district mission and goals within a site-specific context. These plans are then submitted to the district for approval. In Providence and Dayton, two districts that are in the process of moving to site-based management and "flatter" district organization charts, the district master plans include fairly specific information concerning goals and objectives in specific areas such as curriculum and staff development, implementation timelines, and criteria for evaluating success of implementation. However, even in these cases, sites are asked to submit site-plans that more clearly tie implementation strategies to the specific site.

Another factor that contributes to the wide variation among plans is the nature of state education reforms efforts and state mandates. For example, in Texas, there exists a state-wide assessment system (TAAS). Accordingly, the Rio Grande master planning components relating to student achievement and assessment are geared toward success on the TAAS. In addition, according to the superintendent, the components of the master plan in Rio Grande are mandated to a certain extent by the state. In St. Paul, a state goal is to reduce the drop-out rate. Accordingly, the St. Paul master plan speaks to graduation rates. In Florida, the state has adopted "Blueprint 2000", a set of state-wide goals for educational improvement; in Orange County, the district master plan must incorporate these state goals. State mandates and court orders also affect the way in which LEP students, minorities, and other special populations are incorporated into master planning documents. These factors, as well as others that affect the methods by which LEP student needs are addressed in master planning documents, are described in the next section.

2. Methods by Which Learning Environments or Educational Programs for LEP Students are Addressed in Plans

There are basically four ways in which learning environments and educational programs for LEP students are addressed in master plans by school districts. Which of the four strategies a district chooses to use depends on a number of factors including state mandates, the size of the LEP population, the extent to which the LEP population is homogeneous or heterogeneous, how vocal these groups are within the school system, and the district's goals. Each of these four strategies is described below.

- *The general master plan is a LEP plan.* This is most likely to occur when the district has a very large, fairly homogeneous LEP population, as is the case in Taos, NM. In Taos, there is one planning document called the "MEGA Plan". This plan includes student goals directly related to LEP educational programs such as the implementation of a whole language approach to teaching reading, which stresses the use of English as well as other languages, and the improvement of oral communication skills. Staff development objectives include items such as training in the use of alternative assessments.

- *A separate planning document is created for LEP students.* Several of the districts represented in the focus group had developed separate planning documents for LEP students. The content and approach of these documents varied, as did the reason for their creation. In some cases, a separate plan is mandated by the state (Cambridge) or by court order (Orange County). Rio Grande and Providence also have separate LEP plans. In Cambridge, the district level plan deals with issues relating to teacher credentials, assessment, and monitoring. Because of site-based management, each school in Cambridge is responsible for creating its own site-based LEP plan based on the number of students and the language groups represented. The Rio Grande and Orange County plans are both fairly comprehensive. They include a philosophy and goal statements specific to LEP students and contain sections on assessment, placement, curriculum, instruction, staff development, personnel, parent involvement, and evaluation and exit criteria. The Rio Grande plan is interesting in that it is fully integrated into the general master plan; there are goals in the general plan that refer specifically to the implementation of the bilingual plan. In Providence, there are several distinct language groups represented among the LEP population. In this district, an Advisory Council on Latino Youth developed a LEP plan specifically for Latino LEP students. The plan, called **LIFT** (**L**anguage **I**nstruction **F**or **T**ransition), includes recommendations from the Advisory Council concerning staffing and facilities professional development and training, parent involvement and implementation.

- *LEP students are discussed within the general plan.* In several of the districts we examined, LEP student needs were incorporated into the general planning document. The reasons for this varied. For example, St. Paul, although it has a substantial number of LEP students, does not at present have a separate bilingual plan. This is deliberate, because the St. Paul plan stresses "education for all students" and the plan developers chose **not** to talk separately about LEP students. The goal in St. Paul was to show the community that all students, including LEP and other special populations are expected to achieve the same levels of success. In Carpentersville, the LEP population varies from site to site. In this district, where site-based management is in place, schools with LEP students are required to plan for these students in their site plans.

- *LEP programs and procedures are described in a "Handbook".* In some cases, districts may develop a handbook for teachers, administrators, and other school staff which describes all of the guidelines and procedures of the programs for LEP students. This is the case in Dayton, where they have a small number of LEP students and no separate LEP plan, per se. In other cases, such as Orange County, a handbook is developed in addition to a LEP plan.

The number of different ways in which districts address learning environments for LEP students reflect the diversity in attitudes toward the appropriate ways to include LEP students in the master planning process. During the focus group discussions it became evident that even in the states where separate LEP plans are mandated, the superintendents had very different opinions about whether or not there **should** be a separate planning document for LEP students. A number of superintendents stated that having a separate LEP plan may do more harm than good. Some of these superintendents felt that singling out LEP students in the planning process made it easier to single them out for other reasons, like, for example, budget cuts. Others felt that incorporating LEP students into the general master plan sent a positive message to **all** students and faculty that the expectations for LEP students were the same as those for all other students. A number of the superintendents, however, felt that it was very important to have a separate LEP planning document because it gave LEP students and their families ownership of the master planning process and provided "evidence" to them that providing services for LEP students was important. Some superintendents felt that even if the goals for LEP and non-LEP students were the same, the methods for achieving those goals were so different for LEP students that there **had** to be a separate LEP plan.

3. Services for LEP Students Described in Master Planning Documents

Most districts include specific procedures for assessment and placement into LEP programs, as well as specific criteria for exiting from LEP programs in their planning documents. Specific initial placement and entry criteria are spelled out in many plans. In Dayton, at the time of enrollment, if it is determined that the child speaks a language other than English, he or she is then evaluated by an ESL coordinator. If it is determined during this evaluation that the child is limited in his or her English proficiency, a language assessment scale is administered and, if it is determined that placement in an LEP program is needed, this placement occurs, according to specified guidelines, within 10 days of registration. Similar procedures are followed in most districts. Overall, the goals that districts have for LEP students are to enable them to participate in non-LEP instruction and to achieve the same levels of success (academically and culturally) as non-LEP students. For this reason, the ultimate goal of most LEP programs is successful transition into a non-LEP program of instruction. Methods for assessing progress toward this goal include traditional methods such as the use of criterion referenced tests (in Rio Grande, for example, LEP students are tested with the state assessment tool, TAAS), oral language proficiency tests, as well as alternative assessments such as portfolios. In a number of districts, including Rio Grande, widely used assessment tools are translated into native languages (in this case, Spanish) to more accurately assess LEP student achievement. A considerable amount of attention in the planning documents is devoted to the discussion of alternative methods of assessment and criteria for exiting LEP programs. In addition, many plans include a discussion of methods for tracking former LEP student success in non-LEP programs. For example, in Cambridge, specific elementary and secondary school teachers are given the responsibility of tracking exited students to ensure that they continue to make academic progress.

Methods of instruction for LEP students varied widely from district to district. In Cambridge, several types of programs are offered, including a two-way language immersion program in Spanish. In this site-based management district, there are several specific bilingual and LEP programs at different schools. Because Cambridge parents can send their children to any school in the district, there are several schools with well developed bilingual programs for Portuguese, Spanish, Chinese, and Korean students. In Dayton, the program is essentially a transitional language program and students are mainstreamed in subject areas where they can effectively participate in classes with non-LEP students. The Taos plan focuses on the whole language approach which stresses proficiency in English as well as other languages.

Teacher education and training and/or staff development (for all staff working with LEP students) is a key element in most plans. In the Providence plan, specific staff requirements for teaching LEP students are listed. In the Cambridge plan, there are plans for providing additional training for teachers who are "grandfathered" ESL teachers and the site-based plans must include professional development and other related training for staff. The Rio Grande plan and Orange County plans include staff development sections and the Dayton ESL Teacher handbook includes job descriptions for a variety of positions related to teaching LEP students. Importantly, in almost all plans, including those districts without separate LEP plans, there are plans for staff development and multicultural training for **all** school staff. The plans also address the need for "cultivating" bilingual teachers, by including plans for programs to send bilingual parents, paraprofessionals and graduating high school students to teacher training programs. Most district master plans have as a goal or objective increasing multicultural sensitivity and awareness among school staff in order to enable them to work more effectively with LEP and other minority students. The types of training described in the plans are designed to improve relationships between teachers and students and also relationships between teachers and parents.

Improved parent involvement is seen as an important factor contributing to the success of LEP students and, as a result, many plans include strong parent involvement components. The plans for increased involvement of parents of LEP students is complicated by the fact that these parents are limited in their English proficiency. The Rio Grande plan includes as an objective, the translation of parent newsletters into Spanish. In Cambridge, they hold parent meetings in languages other than English so that all parents can participate. In Oklahoma City, the district is trying to provide adult ESL instruction in order to improve the parents' ability to communicate with the school and to help parents learn to help their children with school work. In Carpentersville, the district has created two new positions, family educators and family school liaisons. These people come from the community and are charged with bringing parents into the schools and trying to work with young LEP students before they reach school age. This idea of improving learning readiness of LEP children is a common theme among the various plans. Many of the plans address broader family-related social service issues. For example, the Providence plans have recommended the development of "child opportunity zones" (COZs) which are designed to meet a variety of social service needs including clinical and medical needs. Cambridge, Dayton, and Rio Grande are also trying to develop similar programs.

4. Summary

Focus group participants agreed that there are several key elements involved in successful general and LEP specific planning. First, master plans in general should contain a clearly defined mission or vision for the district. The mission for the district should be accompanied by specific goals and objectives, critical success indicators, evaluation criteria and methodology, timelines for implementation, and plans for accountability. Planning for LEP students should contain the same components, but careful attention should be paid to the special issues for LEP students. These special issues include educating the staff (at the district and school level) and the students about the language, customs, and cultural mores of the language minority groups. Training the staff to recognize and properly assess LEP student achievement, training parents to become more involved with the education of their children, and creating learning environments that maximize the probability of success for

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LEP students are also important. All of the superintendents agreed that these components of education for LEP students should be developed within the guidelines of state laws and mandates, and with the interests of the community in which the school system operates in clear focus.

B. Development of District Master Plans

1. People Involved in Drafting the Master Plans and the Rationale for Selecting Them

Most superintendents agreed that it was important to involve all key stakeholders in the planning process. One superintendent talked about involving everyone in planning who will be affected by the plan when it is implemented. These stakeholders include:

- district staff
- principals
- teachers
- school support staff
- students (mainly at the high school level)
- parents (representing all special populations)
- community members (without children in school)
- members of the business community
- representatives of local institutions of higher education
- school board members

All superintendents felt that one of the most important goals of the planning process was to insure that all parties involved in or affected by what happens in the schools should feel a sense of "ownership" of the final documents **and** of the process.

In many cases, the school board was brought into the process at a very early stage. In a number of instances, the school board was involved in the decision to begin the strategic planning process. One superintendent spoke of convincing the board that strategic planning was their idea. In order to gain school board support, a number of tactics were used. In a few districts, a consultant was brought in and made a presentation to the board. A number of superintendents agreed that it was a good idea to have an outside person present the idea because the board was more likely to take the idea seriously if it came from a "professional". In addition, the superintendents felt that it was not always a good idea to make the idea of strategic planning the "superintendent's idea". In Providence, the situation was slightly different, however. The superintendent did not feel that he would have the support of his board to begin the process of strategic planning. He first formed a group of key stakeholders, one of whom was a sympathetic board member. The group came up with a strategy for planning and **then** the ideas were presented to the board for approval. Other key stakeholders were brought into the strategic planning process at varying points in time, depending in large part on the procedures for planning followed in each district.

The extent to which other stakeholders were involved in the master planning process differed from district to district. In districts with site-based management, such as Cambridge and Carpentersville and to some extent, Providence, school teams or committees were created. These groups had teacher, parent, school administration, and school support staff members. The committees provided primary input into planning. In Orange County, a committee of parents was formed to have input into the process. In Oklahoma City, the situation was a little different. Here, a private group called the Education Roundtable, made up of community people, business people, university people, some school board members, and some district and school staff members was the primary group for master planning. In Taos, a "MEGA Committee" was formed which included members from the business community, service clubs and other community organizations, school and district staff, including the Director of Instruction as an ex-officio member, and a few University of New Mexico people as facilitators. The "MEGA Committee" was responsible for developing the beginnings of the strategic plan. In Orange County, parent input to the plan was obtained via a Parent Leadership Council which includes members from all of the major language groups represented in the district. In some districts, the groups or individuals who had been most vocal were asked to participate in the planning process. In Providence, for example, the Latino community had been the most vocal about education for LEP students, so representatives from this community were asked to form an advisory council to provide recommendations to the district about bilingual education.

While all categories of district and school staff and special interest groups were involved in the creation of general master plans, their roles varied widely from district to district. In districts with site-based management, the role of school-level staff and parents in developing school planning documents was much greater than the role of district staff. However, in these districts, school-level stakeholders seemed to have had little influence in the process of developing district mission statements. In Rio Grande, the state mandates regarding the Educational Improvement Council dictated, to some extent, the role that school-level and district-level staff could play in the planning process. The superintendent in Rio Grande, however, by forming the "ad hoc" committee, changed the balance of influence in strategic planning to some extent. In Orange County, a core of specially trained district staff were mainly responsible for plan development but parental input was still important and was provided by the Parent Leadership Council. Many districts seemed to rely heavily on senior district administrative staff members to perform the writing tasks associated with master planning.

There are also differences among the districts concerning who was be involved in creating LEP planning documents. In Rio Grande and Orange County the people who develop LEP plans are essentially the same as those who developed the general master plans. In both cases, however, the coordinator of bilingual education was a key player as were parents of language minority students. In Oklahoma City, there are district-level coordinators for the three major minority groups: Asian, Hispanic, and Native American. These individuals were key players in the development of plans for LEP students, which were incorporated into the general planning documents. In Providence, the Latino Advisory Council was primarily responsible for drafting the LIFT plan, which laid out a strategy for educating Latino students.

2. Processes Used to Create Drafts of Planning Documents

One superintendent characterized the writing process as "like an accordion -- you open it up, get *feedback and then close it up and revise it, then you open it up again for more feedback..."; this characterized most processes.* The general process for most districts was to obtain input and recommendations from all of the key constituencies concerning what they would want to see in the plan. The next step was to write a draft, obtain feedback on the draft, and then revise. This process continued in most districts until all of the key players (including the community) agreed on the resulting planning documents. The final step in all cases was to bring the documents to the school board for approval.

Although the basic steps of this process were virtually the same for all districts, the intricacies of the process differed from one district to the next. In Taos, the MEGA Committee was divided into six sub-committees relating to the different areas the plan would address. Each sub-committee held public hearings of community and school staff people to get ideas for goals for each section. Once the hearings were completed, the sub-committees developed goals for each area, ultimately deciding on 111 goals for the district. Task forces were set up to take the goals in each area and decide on the strategies for achieving each goal. Each task force worked with the sub-committee that developed the specific goals and with the community in creating and revising drafts of their sections of the plan.

In St. Paul, the school board developed an initial mission statement and set of goals. The superintendent established a "Blue Ribbon Commission" made up of representatives from all of the stakeholder groups. This commission looked at the mission and goals of the school board, revised them a little, and developed a direction for the district. A second committee of stakeholders worked with the staff at each school to get feedback and recommendations for the draft strategic plan. This second committee used the "accordion process" to develop and revise drafts until a final strategic plan was ready for presentation to the school board. Although the committee worked with the community to get input, the actual writing of the plan was done by a small group of district staff. The entire planning process took over two years in St. Paul.

In districts with substantial state mandates for strategic planning, the process of developing a plan was slightly different. For example, in Orange County, there is an office at the district level that is responsible for developing and tracking the progress of the general and the bilingual master plans. The staff of this office conducts all of the activities relating to master planning, including writing and obtaining feedback from the community and other constituent groups. In Rio Grande, the superintendent appointed an "ad hoc" committee which consisted of the Curriculum Director, the Bilingual Director, the Special Education Director, some school-level staff, and some board members. This committee develops all of the master planning documents (including the LEP plan) and performs all of the functions involved in developing the plan. The documents they develop are then presented to a District Educational Improvement Council, made up of two-thirds teachers, one-third administrators or non-teaching personnel, which is elected by the schools and approved by the board. The existence of this council is mandated by the state.

Districts with site-base management had still a different process for developing drafts. In Cambridge, school committees made up of parents and staff, were elected through a detailed process. Each school committee was trained by the superintendent in the process of strategic planning including the vision of the district and the special interest groups that the committee might want to consult in developing the school improvement plan. Once the training was completed (it took five nights at each school), the committee was virtually on its own to develop a plan based on some guidance from the district. In Carpentersville, staff and parents from each school volunteered to sit on a school improvement team. A parent representative, staff representative and administrative representative from each school was trained in the IDEA process of facilitation which included training in teaming and consensus building as well as decision-making. These representatives then trained the rest of the school improvement team; the team as a whole developed the school improvement plan.

3. Resources Used to Develop the Plans

Outside sources of assistance were used by most of the districts. These sources of assistance were:

- consultants or facilitators specializing in strategic planning
- members of the business community
- the higher education community
- other school districts who had developed master plans

A number of superintendents reported that they had hired **consultants** to assist in various phases of the planning process. In Banning, a very small district with few resources, a county education department employee served as a facilitator for the beginning planning process. This woman, provided to the district free of charge, served as the group facilitator because, according to the superintendent, it is very difficult for staff members to talk openly when the superintendent facilitates the group. In Taos, the MEGA committee was aided by several consultants from the University of New Mexico. Cambridge and Dayton benefitted from the services of Bill Cook. St. Paul also utilized a private consultant to begin the planning process.

Members of the **business community** participated in the planning process in a number of ways. In many instances they provided in-kind contributions such as space for meetings. For example, in Cambridge, Polaroid provided meeting rooms for the planning process. This, according to the superintendent, helped the participants feel more "business-like" and serious about their task. In Oklahoma City, the business community was involved in the process through the Education Roundtable. The Roundtable hired a consultant from Southwestern Bell to help guide the strategic planning process. In St. Paul, the business community provided meeting places, use of computers and other in-kind services that aided the planning process there.

Institutions of **higher education** were also significant contributors to the master planning process in the districts. University staff often served as facilitators or consultants. This was the case, for example, in Taos, Oklahoma City, Rio Grande, Cambridge, and Providence. Local universities also provided meeting space and other in-kind services that aided the planning process. In Cambridge and Providence, the Multicultural Center at Brown University was a useful source for LEP planning.

In addition to these resources, many superintendents reported that, before planning began, their staff and/or their planning teams visited **other school districts** who had undergone substantial changes. During these visits, the teams talked to individuals who were involved in planning and tried to evaluate what the other districts had done correctly and where their planning processes had been unsuccessful.

Most of the superintendents also mentioned their state education agencies as a resource for strategic plan development, especially in the area of bilingual education. The usefulness of the SEA as a resource, however, was a source of debate. In districts where the SEA was characterized as "service oriented" and genuinely interested in the change process, the superintendents agreed that the SEA staff members served as useful resources during the planning process. In cases where the SEA was described as "primarily interested in monitoring...mostly concerned with whether the "I"s were dotted and the "T"s were crossed," the superintendents were unimpressed with the usefulness of the SEA as a resource for planning. Most superintendents agreed that "going out of the box" in terms of finding creative strategies for planning and developing creative "challenging" goals for their districts were important characteristics of their plans. When SEAs had trouble seeing beyond their regulatory functions, the superintendents felt that they had to work around the SEA not with the SEA.

4. Steps Used to Review and Finalize Plans

Although the last step in most districts was to get school board approval for the planning documents, the most important step, according to the superintendents, was to make sure all of the constituent groups felt they had ownership of the plans. In many cases, this seemed to be a matter of going back to the constituent groups who had provided their input into the planning process and/or feedback to drafts of the documents and showing them that their comments and concerns had been addressed. The superintendents all talked about "selling" their plans through community meetings, by going to churches and talking to various groups about the plan, and using the media to promote the plans. In many cases the final approval of the plans by the school board was fairly easy. In Cambridge, representatives from each school committee presented their school strategic plan to the school board for approval. Although it took a while for all of the schools to present, the plans passed with few changes. In Providence, not only did the plan get approval, but the budget for the plan, which included a substantial increase in funding, also passed without one dollar being cut. The superintendent attributed this, to a certain extent, to the fact that the board and the community were already behind the plan.

5. Summary

Most of the superintendents agreed that there were several key components to successful master planning:

- get all key stakeholder groups involved in the planning process
- make sure all of the key players in the master planning process understand the

mission of the process and have the same knowledge base
- utilize a small team of people to actually put the master planning ideas on paper
- distribute drafts of the documents to all key stakeholder groups for feedback
- when available, utilize outside resources such as the business and higher education communities for technical support and in-kind contributions
- make sure all of the constituent groups feel that the final product addresses their needs and concerns

C. Implementation of Master Plans

1. The Primary Persons Who are Charged with Implementation

Although the district superintendent and the district staff are ultimately responsible for plan implementation, actual implementation is usually carried out by principals, teachers, and other school-level staff. In most districts, it is the assistant superintendent or superintendent who has the primary responsibility for implementing the district plan, while each school principal has the responsibility for implementation at the school level. In many cases, for example, each school must create its own strategic plan based on the district master plan. This is especially true in districts where site-based management has been put into place. Sometimes, this type of accountability is mandated by the state. For example, in Texas, state legislation gives the superintendent responsibility for District Student Achievement Plans (DSAP), the district master plan, but individual principals are responsible for Campus Student Achievement Plans (CSAP). Other districts, including Cambridge, Oklahoma City, Providence, and St. Paul, described a similar authority structure.

Most superintendents agreed that for LEP plans it was best to have a single district administrator in charge of implementation and a specific teacher or other school staff person responsible for monitoring the plan at the school level. In Cambridge, for example, there is one person at each school who is charged with monitoring the success of students who have been exited from the LEP programs.

At the school level, many districts employ a team approach to implementation, with support from district staff. Often, implementation at the school level is brought about by implementation teams or task forces largely composed of teaching and support staff, and community members. The district role, especially where there is site-based management, is to support. In Providence, district administrators and resource staff are assigned to particular schools and assist school development teams with the implementation of their individual plans. One function of the district staff member is to help the school improvement teams secure resources at the district level. In Carpentersville, design teams do the implementing within each school.

For most districts, the teams who implement the plans are not the same as those who develop the plans. For example, in Carpentersville, the school improvement teams design the school level plans. Once the plan has been approved, a new team is formed to implement the plan. There is, however, some overlap between development and implementation. In Carpentersville, for example, members of the school improvement team can serve on the implementation team. In some districts, the design team members, including district and school staff and members of the community, often serve as consultants during the implementation stage. This is the case in Oklahoma City where the members of the Education Roundtable provide feedback and technical assistance to the implementation team. The stakeholder group in Providence serves a similar function.

2. The Critical Steps that are Involved in Effective Implementation

Superintendents described several key elements that are crucial in order for implementation to be successful:

- strong community support for the plan
- a climate for change within the district
- a clear understanding of how the plan will be funded
- a step by step plan for implementation including timelines and persons responsible for each goal and objective of the plan
- an understanding that the plans are evolving documents

Strong community support for the master plan is fostered at the development stage in most cases. Most superintendent discussed the importance of including community groups in the planning process. Once the plans have been developed, the superintendents agreed that it was important to bring the plans back to the community to show them how their ideas had been incorporated and explain the benefits of putting the plan into action. This was especially crucial in districts where the plan was funded from tax increases, levies, or bonds issues such as Dayton and Oklahoma City. In Rio Grande as well as many other districts, the superintendents talked about using the local media to help "spread the word" about the master plan.

According to the superintendents, implementing strategic plans at the school level is extremely difficult if school staff is not ready for change. In many districts, principals and teachers were wary of the plans because previous attempts to implement change had meant a tremendous amount of work for them with little improvement or results. A number of superintendents described the efforts of previous district administrations or state efforts as "plans in name only." In a number of cases, for example Cambridge and Providence, opposition to implementation came from teachers unions. The first step to creating a climate for change in many districts was a "rational" one. In Cambridge, the superintendent presented school level data on graduation rates and other student achievement data to show school staff that **something** had to be done to increase student success. This superintendent also distributed research findings concerning models of instruction for LEP students among the staff in order to gain support for changes in classroom instructional techniques for the districts' LEP population. In St. Paul and Rio Grande, similar tactics were used. In Providence, an outside evaluation of the school system showed that a number of changes needed to be made within the district in order to insure improvements in student achievement.

Using facts to support the need for change was successful in winning the support of many school principals and teachers. In a number of cases, however, there were still school staff members who remained unconvinced about the need for change and who resisted the implementation of master plans. The superintendents described a number of ways of winning the support of these individuals. One strategy was to introduce "the element of fear." For example, in St. Paul, the superintendent pointed to the school districts in which private companies had taken over school management. He explained that if the master plan was not implemented and student achievement did not improve, the St. Paul district might be taken over by private management. In Oklahoma City, the superintendent removed a principal from a school because he was not implementing the master plan objectives relating to multicultural awareness and cultural sensitivity. Another strategy was to tie the school and district budgets to the goals and objectives of the plan. In Dayton and Cambridge, for example, every item in the school budgets had to be tied to a goal or objective in the master plan. In St. Paul, if a program was not meeting the expectations set forth in the master plan, funding for that program was discontinued.

Because they recognized that unanimous support and participation was virtually impossible, many superintendents concentrated on winning support from the majority. As one district superintendent remarked, "If we can't get consensus, we want consent." In most cases, winning consent meant getting those staff members who did not agree with or support the master plan to stop voicing opposition to the plan and allow implementation to continue.

Most superintendents agreed that an integral part of successful implementation is establishing clear sources of funding for the plan either by creating new funding sources or by re-allocating existing funds. In many districts, additional funding was not available for implementation of the master plan. Crucial to the success of implementation in these cases was the ability to re-allocate existing resources to pay for new programs and other changes associated with plan implementation. In Taos, additional monies to fund implementation came from the sale of land owned by the district. In St. Paul, the superintendent examined each program funded by the district. Any programs that were not "achieving results" were discontinued and those funds were allocated to the implementation of the programs under the master plan.

Some districts do receive additional funding to implement their master plans. In Providence, for example, the district received additional funds from local colleges and universities, the Providence Chamber of Commerce, and from the state. In Dayton, a permanent bond issue has created extra funds. In a few cases, state reform efforts create additional funds for district master plan implementation. This is the case in St. Paul, where state monies were made available to pay for mandated staff development. In these cases the superintendents discussed the importance of being able to show exactly where and how these funds will be used to implement the master plan.

Another key factor for successful implementation described by many superintendents is the existence of clear timelines for step-by-step plan implementation. Many plans include projected dates for the implementation of the goals and objectives of the plans. In the Rio Grande and Providence plans, each objective is divided into steps. Each step has a projected date of implementation as well as a person or persons responsible for the implementation of this step. According to the superintendents, very detailed implementation plans accomplish a number of important things. First, by dividing plans into small steps, they become more manageable. Second, they establish a chain of accountability for the plan -- if the objective is not implemented by the prescribed date, there is a particular person or set of persons who should be able to explain why this is the case. Third, they enable the persons who are implementing the plans to get a clear sense of what is expected of them -- what specific challenges they will face, when the changes will occur, and how they will be evaluated, for example.

Many superintendents felt that it was important for district and school staff members to understand that the planning documents were not written in stone. Key to successful implementation was, in the eyes of many superintendents, the ability to modify the implementation process or the plan strategies, if necessary. This concept is important, they said, because it sends the message to district and school staff and to the community that what is really important is the successful improvement of the school system, **not** the implementation process itself. In some districts, Carpentersville, Cambridge, and Taos, for example, implementation teams modify or update master plans on the basis of annual reviews.

In all cases, implementation of a master plan is a long process. Most of the plans that have been developed are multi-year plans. In addition, once a plan is completed, it can take a number of years to begin implementation. For example, in Oklahoma City, it took a full year to decide on an implementation strategy. In Dayton, once the plan was completed, building level plans had to be developed and approved. In St. Paul, once the plan was completed, the superintendent had to find the money to pay for implementation.

3. The Estimated Costs that are Associated with Implementation

The superintendents found it difficult to separate the costs of implementation from the total cost of the master plan. Implementation costs vary according to the size and composition of the district and the nature of the plan, and implementation costs are not easily separated from the costs associated with the development and evaluation of master plans.

A few districts discussed the costs associated with a specific program or portion of a plan. The St. Paul district, for example, receives $30 per student for professional development. The Dayton school district received about $171 additional dollars per student for math, science and technology, and multicultural education program enhancements from a permanent bond issue. The St. Paul district has an annual budget of approximately $300 million for ongoing program operations, with additional dollars from grants and other sources -- all targeted toward the master plan. In Providence, $6 million was pledged to support the implementation of the master plan by local colleges and businesses and $19 million was pledged by the state.

Districts receive the majority of their funds from state and local sources. As noted, districts may solicit additional funding for the new plan or use existing funds. Many districts are funded primarily through state grants or local taxes. District superintendents agreed that the funds they receive are frequently either not enough for the successful implementation of a master plan or so tightly restricted that program maintenance is at stake. In most districts, funds are restricted to particular categories of spending or to special needs populations.

4. Additional School and Community Support Systems Utilized for Implementation

A number of superintendents stressed the importance of continued support from local community *groups, businesses, and colleges and universities.* In Rio Grande, for example, the District Improvement Council, formed during plan development, oversees the implementation of the plan. A similar situation exists in Providence, where the stakeholder group serves as a resource during implementation, and in Oklahoma City where the Education Roundtable provides technical assistance and feedback on plan implementation. In Taos, the task forces established during plan development continue to be active in determining the course of plan implementation. In Cambridge, local businesses such as Polaroid, provide assistance with staff development activities. In Providence, a consortium of independent colleges, along with local hospitals, have pledged over $6 million to the district of Providence. The funds have been used for an inservice for teachers, parents, and students and the recertification of teachers in ESL.

Parent and other local community groups provide support and assistance in a number of ways. In Oklahoma City, parents, including parents of LEP students, are becoming more actively involved in the schools. In Carpentersville, parent groups help provide political support for district and school improvements. In Taos, there is a great deal of community support for the MEGA Plan. Local businesses and other community members have been involved in both planning and oversight and local media, i.e., newspapers and radio, have provided information about the plan to the community.

5. Obstacles to Implementation and How They Were Overcome

According to the district superintendents surveyed, the primary obstacles to change are:

- Resistance to change
- Staff limitations
- Budget restrictions

Resistance to change is a major obstacle to implementation. District superintendents point to resistance to change as one of the most troublesome obstacles to the implementation of a master plan. Teachers of LEP students, for example, may not consider bilingual or sheltered instruction necessary, and so may resist learning new teaching methods. Parents or other members of the community may also oppose special programs for LEP students -- either because they, themselves, learned English on their own or because they do not want to see funds for "regular" classrooms reduced. In Dayton, school unions refuse to support mandatory training for teachers. In contrast, the local teacher organization in St. Paul is using union funds for professional development. Most superintendents agreed that the way to overcome resistance is to educate the constituent groups about the plan, get them involved in the planning process and in implementation, and report to them about the progress of implementation and plan successes.

Lack of qualified staff limit the success of implementation efforts. Over and over, superintendents noted that one of the biggest problems in trying to implement a program is not being able to get certified personnel. Bilingual staff, especially those with minority language skills, are particularly difficult to find. A number of districts suggested capacity building methods designed to improve the quality of their teaching staff, including staff development training and visits to other school districts to see, for example, what works and what doesn't. Some districts, for example Providence and Oklahoma City, are trying to "grow their own" bilingual teachers by sending parents, teachers' aides, and high school students to college to become certified teachers.

Limited funding and restrictions on spending interfere with plan implementation. Having a high-quality staff often depends on the availability of financial and/or in-kind resources. To receive funding, districts must often comply with regulations set by the funding source, i.e., funds from local, state, and federal governments are often provided for a specific purpose or population. For example, grant regulations may stipulate that the grant can only be used for bilingual staff. However, the implementation of the plan may require new facilities or bilingual textbooks, items not covered by the grant regulations. In Providence, for example, the state has increased its aid to the district by $19 million with the proviso that at least $11 million be spent on new services. The superintendent, however, is having a problem keeping up with the maintenance of existing school facilities and staff.

6. Summary

The implementation process really begins with the initial conception of the plan. The content of the plan is tightly intertwined with who will implement it and how. The process of change should be incorporated into the master plan, so that the plan defines a new culture, a "culture of change." Overall, the following suggestions for successful implementation were made by the superintendents:

- make sure implementation strategies are consistent with the management style of the district
- before beginning implementation, know where the money to implement is going to come from
- create a timeline that maps out implementation
- assign responsibilities and include technical assistance, monitoring, and evaluation in the implementation plans
- when necessary, include pre-implementation training so that everyone is clear about the mission and goals of the plan
- provide frequent feedback and progress reports
- develop plans to deal with change "resisters"
- allow flexibility for those charged with implementing to adjust strategies/activities when needed

D. Assessments of District Master Plans

While virtually every district superintendent agreed that accountability is a necessary component of a successful master plan, districts are still grappling with the issue of how and what to measure when considering progress. This section summarizes the discussion related to these issues.

1. Methods of Assessment Used to Measure the Progress of Master Plans

There are two aspects of "master plan progress" -- one is implementation progress and the other is progress toward achieving the goals of the plan. Districts employ a variety of assessment methodologies for evaluating these two aspects of progress. To measure student performance and other indicators of progress toward plan goals, districts utilize a myriad of methodologies including:

- standardized tests
- portfolio assessment
- data disaggregation
- customer satisfaction surveys
- observational techniques

The use of standardized tests remains a central form of assessment for many districts. In some cases, this is due to state mandates or the desire to compare achievement levels within the district to other districts, states, and national norms. In Texas, the state mandates that student achievement be assessed using a state-wide system called TAAS. For this reason, in Rio Grande, the use of standardized tests remains a central part of the methodology for assessing plan progress. The tests are even translated into Spanish so that LEP students can be assessed using the same methodology.

A number of states are beginning to recognize the limitations of standardized tests and are starting to expand their assessment methods. For example, the state of California recently began implementation of a Learning Assessment System (CLAS) which incorporates a variety of "authentic" forms of evaluation. Teachers are now expected to "teach to the test" and changes have been made to the state's core curriculum to reflect this new emphasis. In an effort to move even further away from the use of standardized tests, some districts have begun using portfolio and other alternative assessments in several subject areas. For example, Cambridge has begun using portfolio assessment in many departments, especially the bilingual department. According to the superintendent, portfolio assessment better captures true achievement and learning, especially for children who speak a language other than English.

Many district master plans have as a central theme the achievement for all students, including LEP students and other special populations. Since as part of this goal many districts utilize the same assessment methods for all students (including LEP students) in order to get a clearer picture of levels of achievement for these distinct groups, a number of districts, including, for example, Oklahoma City and Dayton, are attempting to desegregate achievement data. They have found that examining achievement data for each group separately can provide more accurate information concerning areas of improvement and problem areas for each group. This can help the district better tailor its efforts to improve achievement among special populations.

Most plans include goals relating to parents and other non-student groups. Survey methodology is gaining in popularity as a way of assessing progress toward plan goals within these groups. In Dayton, for example, a number of different "customer satisfaction" surveys are conducted via telephone and mail with different constituent groups. In Cambridge, surveys are translated into a variety of different languages and administered to parents within the district. Parents there are also given the opportunity to evaluate their children's teachers every two years. Customer satisfaction surveys with teachers are one form of assessment used to evaluate the plan implementation progress. In Providence, the district is in the process of developing a series of checklists and surveys for teachers and members of the school improvement teams that will be used to assess the progress of plan implementation.

A number of districts discussed the use of less formal methods of assessment for measuring plan success. For example, in Taos, the superintendent talked about looking at the types of course electives students sign up for as a way to measure success of certain curriculum reform efforts. In Cambridge, the superintendent visits schools to get a "feel" for how things are going.

Most assessments employ the use of evaluation teams, but the nature of these teams varies from district to district. In the Rio Grande district, peer review teams composed of superintendents, principals, and teachers evaluate the master plan. The Orange County district uses both internal staff and outside evaluators to assess the implementation of the plan and its components. In Providence, the PROBE Commission, the group that conducted the initial evaluation of the school system, is charged with evaluating plan progress. The Taos district evaluates the master plan using the NCA model and then has it validated by the NCA staff or the state department of education. The Banning district superintendent is in the process of promoting teachers as researchers/evaluators. For example, elementary school teachers who attended a recent course on literacy education have to evaluate the success of the training and how it has affected their students.

In a number of districts, the planning team is an integral part of assessment. That is the situation in Oklahoma City where the planning team receives periodic reports of the plan's progress. In some districts, they serve a more active role. In the Cambridge school system, for example, all of the original planners have become part of an evaluation monitoring committee. The committee visits schools throughout the district to assess the progress of the plan. In the Rio Grande district, the district improvement council takes care of both master plan development and implementation oversight. Similarly, the planning teams for the Cambridge and Carpentersville school districts have been involved in continued evaluation of their master plans.

The superintendents discussed a number of important issues relating to assessment. *First, assessment must match plan goals, and goals must be realistic and quantifiable.* In the Banning school district, principals were asked to develop their own measures of goal accomplishment as part of the process of writing the plan for individual sites. The district superintendent, uses this strategy to ensure that real accomplishments are being measured and that they are based on the objectives of the plan. The Rio Grande district quantifies some aspects of their master plan, but not others. For example, equipment and materials purchased as part of the master plan are counted as meeting plan goals, but there is no assessment of the extent to which they are utilized.

Second, the goals set within a district must be appropriate. One district superintendent, for example, discussed how (in another district) it was arbitrarily decided to reach a 98 percent graduation rate over a five-year period. The goal was not achieved because 1) it was unrealistic and 2) it was not well defined. It was unclear, for example, whether to include students who graduated a year late. The St. Paul district had a similar experience trying to improve graduation rates for high-risk ninth grade students. Although they had adequately defined the parameters, they had set an unrealistic goal of 97 percent within 5 years.

A third important issue relating to assessment involved how the variables to be assessed are defined. There was tremendous discussion, for example, concerning how to measure parent involvement and students' problem solving ability. Both of these are complex constructs with no clear definitions on which all superintendents could agree. All the superintendent agreed, however, that it was important to attempt to define these variables in a way which could be measured, even if the measure was imprecise. One superintendent stated "It is better to measure the correct variables imprecisely than to measure the wrong ones precisely".

Sanctions were considered by many superintendents to be a necessary part of the assessment process. In Providence, they are in the process of instituting a series of consequences if a school does not meet its goals, including removal of the principal administrator and putting a team of administrators in place. The district superintendent, too, faces the possibility of replacement if required changes are not made.

The superintendents agreed that assessment should occur at regular intervals so that districts can better monitor their own progress and also because many states also wish to monitor progress. State plans contain minimum standards that districts must meet. Many state legislation or educational plans include assessment criteria that must be met by the districts. The state of Texas, for example, sets student outcome goals, including an attendance goal of 95 percent. The Texas Public Education Information Management System (PEIMS) is a computerized information manager that contains data on all students, student populations, and schools in the state. The state can then do "desk audits" to see how each school or district is doing. The state of Ohio has a similar system.

2. The Key Variables Used for the Assessment of Master Plans

Districts who want to assess the progress of their master plans focus on measuring both process and student outcomes. Among the process outcome variables or indicators mentioned by district superintendents are the ones described below.

- *The extent to which the plan has been implemented or adopted.* Are the necessary plan resources in place, e.g., staff, equipment, facilities, materials? Have the plan goals been met? The research department in the Oklahoma City district focuses on getting the plan in place as the first step in their assessment process. The Orange County district evaluates both the overall level of implementation and implementation within specific program areas.

- *The quality and content of student education.* Improving the quality and content of student curricula is a central goal of most master plans. A number of districts are expanding the curriculum to include "character education", multicultural education, and technology education. There is also a movement toward improving students' problem-solving and critical thinking skills.

- *Staff development.* Many plans include staff development goals relating to an increase in multicultural awareness, increased numbers of certified ESL teachers, etc. Some districts require staff to complete a course evaluation questionnaire to assess the usefulness of new staff development curricula. In Banning, teachers are required to develop their own evaluation criteria to measure the usefulness of staff development courses in their classrooms.

- *The level of parent involvement in the learning process.* Districts do not agree on what parent involvement means, making it a difficult concept to measure. The superintendent in Banning defined parent involvement as "parents support student learning," and suggested that measurement varies by school. The Dayton school district, on their customer satisfaction survey, asks parents to report their level of involvement in the school; a summary of the information is then given to the individual school principals. In the Carpentersville district, an external evaluator uses a checklist to assess family involvement in school. Checklist items include whether someone in the family makes sure the student has breakfast and gets dressed before class, whether they participate in school activities, and so on.

- *Parent and community outreach efforts.* In a number of districts, this can be measured by the extent to which parents and other community members participate in adult education programs and other off-campus activities. Customer satisfaction surveys are used as one way to measure parent and community outreach. The number of parents and families that utilize social services provided by the district is also measured.

- *Social cohesiveness.* One of the indicators mentioned by superintendents is the extent to which socioeconomic and linguistic differences are bridged in the school, i.e., is there a positive school climate? Is there integration between LEP and non-LEP students and the staff who teach them? These variables are measured in a variety of ways including customer satisfaction surveys.

Student outcome variables that are used in the assessment process include the following:

- *Student attendance levels.* Decreased tardiness and absenteeism are goals for most plans. Increased attendance levels are seen as indicators of increased responsibility on the part of students in Banning and Dayton, for example. Increased attendance is also a measure, in some districts, of parent involvement.

- *Student promotion and retention.* These variables are seen as central to measures of student achievement in many districts. In a number of districts, including St. Paul, the attention is focused on certain high-risk groups and in decreasing the gaps in promotion and retention for a number of special populations including LEP students.

- *Student achievement levels.* Student achievement is measured in a number of academic and non-academic areas. An important goal is to use appropriate measures of achievement for special populations and to decrease gaps in achievement for these populations.

- *Employment and employment-related skills.* In Orange County, teams of senior high school teachers visited about 50 local businesses to determine how to measure student success in terms of meeting employers' needs. (The results are not yet in.) The Banning district conducted a similar survey as part of their master planning efforts. The district plan is to promote student mastery of the "knowledge, skills, and attitudes required for success in school and society." Local business leaders were primarily interested in improving student attitudes, e.g., punctuality, compatibility, honesty.

The next two sections present a summary of how well the master plans have effected change in the ten focus group districts. Since most of the districts have just started the process of implementation, very little data was provided in this area.

3. Process Outcomes

Where process outcomes are available, the success of master plans has been promising. A number of district superintendents suggested that new or improved social services in their districts promote their goal of increasing family involvement. For example, the Carpentersville district, along with other districts in the county, have an Early Childhood Center where children and adults can receive medical care, including physical exams and immunization shots. The staff consists of volunteers from the community, e.g., doctors and County Department of Health staff. Similarly, the Providence district has child opportunity and family centers and the St. Paul district has an adult literacy program for parents.

In St. Paul, the master plan has integrated Hispanic and Asian LEP students in a few magnet schools. The district is in the process of expanding the service area for LEP students, a goal of their master plan. The Oklahoma City district has started a language immersion program for Hispanic students so that they could attend school in their own neighborhoods but still "stay together".

The greatest success, so far, for the Dayton district, is that teachers and administrators and community members are working together to educate their children. On the negative side, they still need to improve their skills in the areas of financial management, and goal setting and assessment. In Cambridge, the people involved in evaluating the plan "ended up feeling very good about the process."

4. Student Outcomes

The student outcomes of master plans have been mixed, but mostly positive. In Dayton, positive results are shown by the number of students meeting proficiency requirements, going to college, getting a job, going into the military. The percentage of students who go on to college is up about 30 percent since 1986 (from 19 to 50-54 percent). On the other hand, there is little improvement in the dropout rate, with many students dropping out after the ninth grade. In Providence, levels of student learning have improved as the result of successful teacher training efforts and have worsened where training has not been successful. In Rio Grande, student progress in some areas of the TAAS has been attributed to changes introduced through the master plan.

In Oklahoma City, data showed that the academic performance of Hispanic students from higher socioeconomic levels was better than for less affluent Hispanic students. As part of the master plan, underachieving Hispanic students, and other LEP and non-LEP students, attended after-school, Saturday, and summer programs focused on their special needs. All of these groups of students showed improved their academic performance.

For the past year as part of the master plan, St. Paul has required parents of high-risk students to attend parenting classes held in churches, community centers, and schools throughout the district. The classes have made a positive difference in student behavior because these parents are better able to model positive behavior for their children.

In Taos, where plan implementation has just begun, the dropout rate for Native Americans is very high despite attempts to develop a sense of education as the number one priority. The superintendent believes this situation is in part a result of the lack of continuity within the Tribal government.

In Cambridge, as part of the bilingual master plan, high school students who are in the bilingual program may attend college courses in preparation for teacher training. The program has been very successful.

5. Summary

- *Goals and assessment measures should be meaningful.* One superintendent suggested that the skills taught now and the goals set may not be meaningful in the future. A number of superintendents agreed that it is important to teach students to think, to solve problems, to be flexible. There was also consensus concerning the need to learn how to measure these types of skills better.

- *Standards for student outcomes should be high.* Several superintendents, including those in Cambridge, Orange County, Providence, and St. Paul, suggested setting standards high rather than at the minimum. The Providence district superintendent remarked that students "can all learn at an acceptable level."

- *The classroom should be the unit of analysis rather than the student.* A number of superintendents felt that by looking at classroom results rather than "student focused reporting" it was possible to obtain more useful information concerning student achievement or the causes of low achievement.

- *Parent involvement should be redefined.* Many superintendents agreed that parent involvement should be defined in a broader way than merely coming to school and visiting or baking cupcakes for bake sales. The point was made that parents do not always know how to get involved or what to do. One of the suggested solutions proposed by the district superintendents was to restructure schools to become community centers, open 24 hours a day with community resources.

- *Assessment should be ongoing.* One superintendent suggested that change is a process not an event so the implementation of the plan and progress toward plan goals should be closely monitored and constantly evaluated. Evaluation data can be used to modify the course of the plan if it is determined that the goals are not being achieved satisfactorily.

IV. RECOMMENDATIONS

This section presents recommendations made by the focus group participants during group discussion and in their written work. The recommendations are organized according to the four topics of discussion and each recommendation is referenced to the relevant pages of discussion in the findings section. Actual written recommendations made by the participants are presented in Appendix C of this report.

Components of Master Plans

- The plan should begin with a clearly stated mission or vision statement for the district which reflects (and is consistent with) state mandates, district administrative structure, and the district's policies for LEP students. (p. 5-6)

- The plan should specifically address special populations (e.g., LEP students) either through separate planning documents or by incorporating them into the general plan through specific goals or objectives, whichever is most appropriate given the nature of the LEP population in the district. The approach should reflect state mandates and district administrative structure. (p. 7)

- In addition to developing plans for LEP students, the district should consider developing a "Handbook" for LEP instruction which clearly outlines all policies and procedures for LEP students including entry and exit requirements, the role of native language instruction, teacher qualifications, and assessment. (p. 8)

- If the plan is meant to be comprehensive, it is important to include staff development and parent involvement sections. (p. 9-10)

Development of Master Plans

- It is important to involve all constituent groups from both inside and outside the district in the planning process. This includes district staff, principals, teachers, other school staff, students, parents (especially those from language minority and other special populations), community groups, businesses, and higher education communities. Each of these groups can contribute a unique point of view to the planning process. (p.12)

- It may be helpful to the process to bring in an outside consultant to act as a group facilitator or to present the idea of planning to the school board; an outside person is viewed as "non-partisan". (p. 12)

- The actual writing group for the plan should be relatively small and should include district staff such as assistant superintendents. The many constituent groups involved in the process should provide ideas and feedback on draft documents. (p. 14)

- It is important for the school board and other key groups, such as parents and special interest groups, to "buy into" the plan early on. This can be accomplished by bringing the plan to each group and making sure they can see how their particular needs and ideas have been incorporated into the plan. (p. 16)

Plan Implementation

- It is important to create a climate for change (e.g., by providing data that clearly demonstrate the need for change) and to develop plans for dealing with change resisters. (p. 19)

- It is also important to carefully plan in advance for the sources of funding to pay for the plan. (p. 20)

- Implementation will work best if the plan includes clear, realistic timelines and if district and school staff understand who is responsible for each step of implementation. It may be necessary to conduct pre-implementation training for those who will play key roles. (p. 20)

- It is important to view implementation (and change itself) as a process not an event. School staff and community members must also share this belief. (p. 21)

- It is also important to frequently provide feedback concerning implementation progress to the district and to the community. (p.23)

Assessment of Master Plans

- Each goal and objective in the plan should be accompanied by specific evaluation criteria including measurable variables and definitions of "success". (p. 26)

- The unit of analysis for most measures of student achievement should be the classroom rather than the student. (p. 30)

- LEP student achievement should be assessed using a range of methodologies that can measure true success. (24-25)

- Disaggregation of data for special populations can help to provide a clear picture of the levels of progress toward plan goals and objectives. (p. 25)

- Assessment should be continuous throughout the implementation process. (p. 26)

Appendices

Appendix A: Focus Group Participants

Appendix B: Schedule and Agenda for the Focus Group Meeting

Appendix C: Written Recommendations from the Participants

Appendix A:

Focus Group List of Participants

LIST OF PARTICIPANTS

Mr. Juan Aragon
Superintendent
Taos Municipal School District
Taos, New Mexico

Dr. Betty Mason
Superintendent
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Mr. Curman Gaines
Superintendent
St. Paul Public Schools
St. Paul, Minnesota

Dr. Arthur Zarrella
Superintendent
Providence School District
Providence, Rhode Island

Dr. Gloria Johnston
Superintendent
Banning School District
Banning, California

Ms. Linda Kolbusz
Assistant Superintendent,
Program Development
Community Unit School District
Carpentersville, Illinois

Dr. Donald Shaw
Superintendent
Orange County School District
Orlando, Florida

Ms. Mary Lou McGrath
Superintendent
Cambridge Public Schools
Cambridge, Massachuettes

Mr. Ruben Saenz
Superintendent
Rio Grande I. S. D.
Rio Grande City, Texas

Dr. James Williams
Superintendent
Dayton Public Schools
Dayton, Ohio

U.S. Department of Education

Dr. Eugene Garcia
Director, OBEMLA

Mr. Gilbert Garcia
Acting Director of Research and
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Mr. Tim D'Emilio
Project Officer, OBEMLA

Dr. Adele Nadeau
Principal-in-Residence

Development Associates, Inc.

Dr. Malcolm Young
Vice President

Dr. Annette Zehler
Director, SIAC

Dr. Paul Hopstock
Deputy Director, SIAC
Focus Group Leader

Ms. Beth Felsen
Focus Group Coordinator

Ms. Pat DiCerbo
Research Specialist, SIAC

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Appendix B:

Schedule and Agenda for the Focus Group Meeting

SPECIAL ISSUES ANALYSIS CENTER

Focus Group on Master Plans for Districts Serving LEP Students

Agenda

Wednesday, August 3

A.M.	
8:15-8:30	Coffee
8:30-9:00	Welcoming Comments
	Annette Zehler, Development Associates Eugene Garcia, OBEMLA Gilbert Garcia, OBEMLA
9:00-9:10	Overview of Meeting Activities
	Paul Hopstock, Development Associates
9:10-9:45	Brief District Descriptions by Focus Group Participants
9:45-10:45	Topic 1: **The Components of District Master Plans**
10:45-11:05	Break
11:05-12:10	Topic 1: (continued)
12:10-12:30	Written Recommendations Relating to Topic 1
P.M.	
12:30-1:30	Lunch (Conference Room)
1:30-2:40	Topic 2: **The Development of District Master Plans**
2:40-3:00	Break
3:00-4:00	Topic 2: (continued)
4:00-4:20	Written Recommendations Relating to Topic 2
4:20-5:00	Discussion of Topics 1 and 2 by Pairs of Participants

Thursday, August 4

A.M.		
8:15-8:40	Coffee	
8:40-8:50	Overview of Day 2 Activities	
8:50-9:00	Explanations of Travel Expense Forms and Honoraria Payments	
9:00-10:10	Topic 3:	**Implementation of District Master Plans**
10:10-10:30	Break	
10:30-11:40	Topic 3:	(continued)
11:40-12:00	Written Recommendations Relating to Topic 3	
P.M.		
12:00-1:15	Lunch (Reservations at Local Restaurant)	
1:15-2:25	Topic 4:	**Assessments of District Master Plans**
2:25-2:45	Break	
2:45-3:45	Topic 4:	(continued)
3:45-4:05	Written Recommendations Relating to Topic 4	
4:05-4:45	Discussion of Topics 3 and 4 by Pairs of Participants	
4:45-5:00	Concluding Thoughts and Future Directions	

SPECIAL ISSUES ANALYSIS CENTER

Focus Group on Master Plans for Districts Serving LEP Students

Topic 1: The Components of District Master Plans

Questions:

(1) What are the major sections/components of the general district master plans? Why were those sections included? What principles guided the structures of the master plans?

(2) How are learning environments or educational programs for LEP students addressed in the plans (e.g., as part of a general sequence of services, in a separate section, as the primary focus of the plans)?

(3) Which of the following components relating to the instruction of LEP students are included in the plans:

- instructional methods or models;
- the use of languages;
- student evaluation systems;
- standards or success criteria;
- teacher-student interactions;
- parent-school relationships;
- teacher education and training; and
- school management?

(4) How do the plans relate to adopted or emerging state school reform plans?

SPECIAL ISSUES ANALYSIS CENTER

Focus Group on Master Plans for Districts Serving LEP Students

Topic 2: The Development of District Master Plans

Questions:

(1) Who were the "core" people who were involved in drafting the general district master plans? Who were the "core" people who were responsible for addressing LEP student needs? Who else played significant roles in drafting the plans? Why were those persons chosen?

(2) What were the processes for creating drafts of the plan? For example, were individual assignments made which were reviewed by small groups, or were sections group-written? What methods of writing were most effective?

(3) What resources (persons and materials) were used in developing the plans? Who was interviewed/questioned/consulted within the districts? Who was consulted outside of the districts? Which persons were specifically used to address LEP student needs? Which persons were most useful? What materials from outside the districts were used in developing the plans?

(4) What were the steps used in reviewing and finalizing the plan? Who reviewed the drafts and made comments? Whose approval was required on the final versions? What efforts were made to achieve consensus?

SPECIAL ISSUES ANALYSIS CENTER

Focus Group on Master Plans for Districts Serving LEP Students

Topic 3: Implementation of District Master Plans

Questions:

(1) Who were the primary persons charged with implementing the general district master plans? Who was responsible for elements relating to LEP students? Who else played significant roles in implementation? Were those persons successful?

(2) What were the key steps in implementing the master plans? What timetables were developed for incorporating the plans into administrative and classroom practices?

(3) What were the costs of implementing the master plans? What were the costs of those elements relating specifically to LEP students?

(4) What school and community support systems (e.g., special committees, community meetings) were used to support the implementation of the general district master plans? What systems were specifically used to support LEP components? How effective and useful were those systems?

(5) What were the major obstacles to implementing the master plans? Which obstacles were the easiest and hardest to address? How were they addressed?

SPECIAL ISSUES ANALYSIS CENTER

Focus Group on Master Plans for Districts Serving LEP Students

Topic 4: Assessments of District Master Plans

Questions:

(1) What methods were used to assess progress in implementing master plans? Were those methods built into the plans or developed later? Did the methods used provide the information needed to assess progress?

(2) What specific goals and milestones were used to assess progress? Did those goals and milestones relate to school process variables, to variables relating to student achievement, or to both? What goals and milestones were used to assess progress on components relevant to LEP students?

(3) What have been the impact of master plans on services to LEP students in terms of:

- management at the district and school levels;
- classroom organization and classroom practice;
- the educational experiences of LEP students and their opportunities to learn?

(4) How have the general district master plans helped the districts to achieve the high academic standards for students as described in the Goals 2000 Educate America Act? How have they helped LEP students to meet those standards? What changes in student achievement have resulted?

Appendix C:

Written Recommendations from the Participants

Topic 1: The Components of District Master Plans

Written Recommendations from: Gloria Johnston

a) What should be the major sections of the plans?

District demographic needs of students and staff

1. The philosophy - vision - mission - beliefs should set the stage for the plan.
2. Annual goals - inputs/outcomes for the districts they should be a stretch and not describe the status quo.
3. Evaluation Assessment Criteria and Processes.
4. Critical Success Indicators - Annual Targets.
5. Governance Structure - Accountability - Decision points.
6. People involved in developing plan - (staff, students, parents, community)
7. Plan of operation, timelines, etc.

b) How the needs of special populations such as LEP students should be addressed?

These needs should be intertwined with those of all students - supported in the demographic/needs section of the plan. They should be responded to by the goals/assessments/and plan of operation and the responses must be evident to the key stakeholders.

c) What specific elements relating to instruction and assessment of LEP students, teacher training, and school management should be included?

Language use, instructional methods/models, assessment standards, criteria and processes, parent involvement, curriculum frameworks and connection to core curriculum, and the general need and plan for professional growth for all staff - including custodians, food service, bus drivers, instructional aides, teachers administration to insure awareness and understanding of LEP student learning issues.

Topic 1: The Components of District Master Plans

Written Recommendations from: Juan Aragon

a) What should be the major sections of the plans?

Mission and Vision of the plan (School/Community)

Beliefs and values (School/Community)

Goals/Objectives for District (School/Community)

Implementation (the how to meet goals - developed primarily by staff, except goals involving community involvement)

Evaluation

Plan Revision/Update

b) How the needs of special populations such as LEP students should be addressed?

If needs don't surface in the identified goals, then the implementation plan developed should include "the how" to meet the needs of LEP students.

c) What specific elements relating to instruction and assessment of LEP students, teacher training, and school management should be included?

The implementation plans developed by the various subcommittees should identify methods of instruction and assessment.

Instruction and assessment should drive some elements of the teacher training goal(s).

The district-wide management philosophy should be included as a goal or mission.

SPISANC1.SA2

Topic 1: The Components of District Master Plans

Written Recommendations from: Ruben Seanz

a) **What should be the major sections of the plans?**

- Needs Assessment
- Mission/Vision Statement
- Long range goals
- Strategies
- Measurable objectives
- Identification of needed resources
- Expected results or outcomes
- Evaluative criteria
- Incremental timelines
- Assignment of personnel responsibilities

b) **How the needs of special populations such as LEP students should be addressed?**

- Included in master plan all elements listed above with emphasis on:
    - the use of language
    - parent-school relationships
    - instructional methods
    - teacher education and training
    - teacher - student interaction

c) **What specific elements relating to instruction and assessment of LEP students, teacher training, and school management should be included?**

- LEP students should achieve at the level expected by state (Texas), District and campus.

- Continuous teacher training and monitoring for performance.

- Alignment of curriculum to TAAS - (Texas Assessment academic skills).

SPISANC1.SA2

Topic 1: The Components of District Master Plans

Written Recommendations from: J. A. Williams

a) What should be the major sections of the plans?

- A Strategic Plan
- Mission
- Vision
- Core Values
- Evaluation (Goals & Objectives)
- Higher Education Involvement
- Business Involvement
- Social Service
- Research Supported
- Professional Development
- Parental Involvement
- Character Education
- Needs Statement
- Budget (Based on per pupil Expenditure

b) How the needs of special populations such as LEP students should be addressed?

- Progressive curriculum
- Need Assessment of District and Building Level
- Criterion Reference Testing
- Inclusive of total population

c) What specific elements relating to instruction and assessment of LEP students, teacher training, and school management should be included?

- Criterion Reference Testing
- Professional Development Training including higher education component starting with beginning Freshman Class. College professor spending time in school.
- Required Training for all staff.
- Multiage grouping.
- Make the components (training school management) a part of the process to educate children.

SPISANC1.SA2

Topic 1: The Components of District Master Plans

Written Recommendations from: Arthur Zarrella

a) **What should be the major sections of the plans?**

The following elements should be part of a systems master plan: a philosophical frame work that sets the direction of the system and what the system believes in, a mandate for standards (outcomes) and appropriate assessment, staff development, decentralized decision making, role of parents and community. (The theme of "all kids" must be paramount.)

b) **How the needs of special populations such as LEP students should be addressed?**

There must be provision that allows for the development of specific plans that address the needs of the student and adult LEP populations - Reference Providence's LIFT document. Aside from my personal belief this approach was a goal of Providence's LEP Community.

c) **What specific elements relating to instruction and assessment of LEP students, teacher training, and school management should be included?**

The overall goal of any plan must address improved achievement. Consequently, plans as they relate to LEP students must insure the same achievement goals are reached. Therefore, the need for comprehensive detailed plans for LEP students. Rather than repeat, reference showed be made to question # 3 (question sheet) and the Providence OATS document, the LIFT document PP 51-59.

SPISANC1.SA2

Topic 1: The Components of District Master Plans

Written Recommendations from: Mary Lou McGrath

a) What should be the major sections of the plans?

- Vision
- Mission
- Core Values
- Indicators of success (Student Achievement)
- Professional Development for all staff
- Combine with Social Services
- Parent/Community Involvement
- Partnerships Business Colleges
- Assessment/Evaluation
- School to work transition
- Timeline

b) How the needs of special populations such as LEP students should be addressed?

1. Multicultural training etc., for all staff
2. Identification and placement
3. Transfer/exiting policies, etc.
4. Annual assessment students program
5. Student family supports in and outside school system
6. Instruction in native language, * Secondary School important
7. Curriculum design
8. Linguistic community outreach
9. Curriculum design/development implementation evaluation
10. Assessment
11. Equity issues

c) What specific elements relating to instruction and assessment of LEP students, teacher training, and school management should be included?

1. Prof. Dev. (all staff)
2. Teacher Certificate
3. Diversity/staff-hiring
4. Curriculum
5. Equity Resources
6. Equity Teaching/learning

SPISANC1.SA2

Topic 1: The Components of District Master Plans

Written Recommendations from: Curman Gaines

a) **What should be the major sections of the plans?**

- Instructional strategies must focus on all students
- Belief statement that all students can learn
- Professional Development for all staff
- Accountability for all staff, students, and parents
- Standards to measure student success
- Collaboration among social services agencies

b) **How the needs of special populations such as LEP students should be addressed?**

- Clearly defined learner outcomes
- Appropriate teacher-student ratio
- Integrated curriculum for LEP students
- Mainstream LEP students when/where possible
- Full-time administrator/coordinator for LEP Program

c) **What specific elements relating to instruction and assessment of LEP students, teacher training, and school management should be included?**

- Clearly defined entrance and exit criteria
- Assessment methods need to be broadly based
- Assessment must be examined and adopted for elementary and secondary students.

SPISANC1.SA2

Topic 1: The Components of District Master Plans

Written Recommendations from: Donald Shaw

a) What should be the major sections of the plans?

- District profile
- Purpose and significance of the Plan
- Mission statement
- Expectations for students and staff
- District values and beliefs
- District goals
- Strategic objectives
- Annual objectives
- Action plans

b) How the needs of special populations such as LEP students should be addressed?

An annual operating objective should be directed toward increasing the effectiveness of multicultural and ethnic diversity efforts in the district. Part of the action plan to achieve this objective should create a task force to study the delivery of services to LEP students. The findings of this task force could have direct influence on educational programs for LEP students.

c) What specific elements relating to instruction and assessment of LEP students, teacher training, and school management should be included?

Teacher and other employee training for working effectively with LEP students should be included in the district plan. Elements relating to instruction and assessment of LEP students should be generic under the section of expectations for all students. Specific components as they relate to these students should be addressed in the district LEP plan (required in Florida as a condition of satisfying a requirement of the court-decreed META agreement).

Topic 1: The Components of District Master Plans

Written Recommendations from: Betty Mason

a) What should be the major sections of the plans?

1. Instructional delivery system for all students
2. Student evaluation system
3. Staff evaluation system
4. Strong parent component/Parent training
5. Professional development for all
6. Community involvement (Business partnerships)
7. Section to address specific needs of all minority populations

b) How the needs of special populations such as LEP students should be addressed?

1. Teacher/pupil ratio
2. Evaluation instruments for LEP students
3. Professional training of teachers and assistants
4. Professional career ladder
5. Extended school day
6. Strong summer school component

c) What specific elements relating to instruction and assessment of LEP students, teacher training, and school management should be included?

1. State department regulations should not allow easy exemption of LEP students from annual state tests.

2. All teachers and other staff, including principals should be training to respect and understand diverse cultures.

3. Information flow to parents of LEP students should be language focused.

SPISANC1.SA2

Topic 1: The Components of District Master Plans

Written Recommendations from: Linda Kolbusz

a) **What should be the major sections of the plans?**

Definition/identification of subgroups (traditional and nontraditional i.e. gender, family structure, etc.). Involvement of parents/community members in site based decision making, professional development/training plan for all stakeholders, assessment of learning- outcomes, standards, targets, agency/community collaboration for provision of services, reporting to public.

b) **How the needs of special populations such as LEP students should be addressed?**

Needs should be addressed on a site by site basis and tied to the major sections (above) and the specific elements (below). Requirements/legislation should be identified as well as resources and support available for the sites. It may be necessary to have an advisory group from each of the subgroups to meet individually so they can be assured that their "individual" group concerns are being addressed to their satisfaction. Eventually these members will become part of the existing site group once they are confident in their knowledge base and level of acceptance.

c) **What specific elements relating to instruction and assessment of LEP students, teacher training, and school management should be included?**

All subgroups should be addressed within the Component areas listed in A above. In the area of assessment of learning, outcomes should be consistent among subgroups. The instructional methods/models should be addressed in the plan at each site/classroom as well as modes of assessment. There should be strategies for the involvement of all of the subgroup representatives in the area of school management.

SPISANC1.SA2

Topic 2: The Development of District Master Plans

Written Recommendations from: Gloria Johnston

a) **Who should be involved in drafting the plan, including sections dealing with LEP students?**

Staff, students, parents, community members and anyone who expresses an interest. It is important to have the involvement be broad-based and inclusive. It may mean more meetings and more time, but ownership of the plan in an important element for successful implementation.

b) **What should be the process for drafting the plan?**

The process should be like an accordion being played. Open it up for lots of input, then refine it and pull it together so it is cohesive -- then pull it open again for feedback and buy-in from more people. The goal is to involve Key Stakeholder and build ownership.

c) **What resources (persons and materials) should be used?**

Districts need outside consultants to bring models and facilitate the process. Internally, at least one person should be designated as the lead person for the process. This ensures that it will be taken seriously and will be kept on track.

Topic 2: The Development of District Master Plans

Written Recommendations from: Juan Aragon

a) Who should be involved in drafting the plan, including sections dealing with LEP students?

A district administrator assigned responsibility to initiate the process and to see it to conclusion.
Community/Staff MEGA committee - Representation for all segments of the community and all school departments.
Subcommittees assigned specific issues; such as, Community Involvement in the schools.
Community as a whole providing input; i.e., goal setting, values, etc.
Staff - total staff - input; i.e., goal setting, values, mission, etc.

b) What should be the process for drafting the plan?

Community/staff MEGA committee develops:
- Mission Statement - Vision Statement
- Values and Beliefs Statement
- Appointment of subcommittees to develop goals/objectives in assigned areas).

MEGA and subcommittees seek community/staff input
Consensus building on all issues/goals/etc.
Develop draft and present for review/recommendations to public staff
Present to Superintendent.
Adopted by Board of Ed.

c) What resources (persons and materials) should be used?

Facilitator - non LEA related
Broad community representation in all committees
Staff representation
Education Reform documents -- local, state, federal
Documented district and school site plans, mission statement, goals, objectives, etc.

SPISANC2.SA2

Topic 2: The Development of District Master Plans

Written Recommendations from: Ruben Seanz

a) Who should be involved in drafting the plan, including sections dealing with LEP students?

All stakeholder should be involved, i.e., teachers, parents, administrators, Board members, and students. Specifically for LEP plans -- include curriculum director, bilingual director.

b) What should be the process for drafting the plan?

- The entire process must be clear to all stakeholders before beginning the implementation of the process.
- Needs assessment.
- Input opportunities for all stakeholders.
- Review, revise, review, revise ...
- Communicate revised drafts to stakeholders.
- Reach consensus before presentation to Board.
- Board approval.

c) What resources (persons and materials) should be used?

- Representatives from various stakeholder groups.
- Consultants.
- Research documents.
- District/Campus budgets.
- State/district guideline documents.

SPISANC2.SA2

Topic 2: The Development of District Master Plans

Written Recommendations from: J. A. Williams

a) Who should be involved in drafting the plan, including sections dealing with LEP students?

- Consultant (outside)
- Community
- Business
- Higher Education
- Staff (Principals, teachers, support, central office)
- Ministers
- Parents
- Students

b) What should be the process for drafting the plan?

- Review Plans in other districts
- Needs Assessment
- Outcomes

c) What resources (persons and materials) should be used?

- State Department (Local) Education
- Consultants
- Research

SPISANC2.SA2

Topic 2: The Development of District Master Plans

Written Recommendations from: Arthur Zarrella

a) Who should be involved in drafting the plan, including sections dealing with LEP students?

Depending upon the size of the system an attempt must be made to involve all relevant groups. Central Office Staff, Building Administrative staff, parents, community, representatives (in particular representatives from groups that consider themselves advocates for the LEP populations) students, teachers, school board representatives, Teachers Union.

b) What should be the process for drafting the plan?

1. Formation of a committee to begin the process.
2. A review process that allows for review by appropriate groups and/or individuals.
3. A rewrite, to amend and add ideas -- this to continue until there is general agreement on the plan and approval.

c) What resources (persons and materials) should be used?

State Department of Education.
Higher Education Institution, i.e., MRC Brown University.
Consultants.
Current research.
Internal resources (School Dept.)
Community input.
Review efforts in other communities.
Parents

Topic 2: The Development of District Master Plans

Written Recommendations from: Mary Lou McGrath

a) **Who should be involved in drafting the plan, including sections dealing with LEP students?**

Colleges and Universities
Teachers
State Department of Education
Administrators
School Support Staff
Community
Students Sec.
Consultants
Business Partnerships
Bilingual Training Center
Parents

b) **What should be the process for drafting the plan?**

Review Systemwide Mission/Values -- then curriculum framework -- State regs. then training at local level -- draft plan/s review redraft -- approval process public hearing and

c) **What resources (persons and materials) should be used?**

System Curriculum people -- Consultant on process and content (teaching and learning) (data/national/state/local) educational/socio economics/human services, demographics.

SPISANC2.SA2

Topic 2: The Development of District Master Plans

Written Recommendations from: Curman Gaines

a) Who should be involved in drafting the plan, including sections dealing with LEP students?

- All stakeholders ... parents, teachers, support staff, administrators business and labor, and citizens without students in school.
- Particular attention should be given to LEP students/parents special education and communities of color.
- Community Foundations.
- State Education Agency.

b) What should be the process for drafting the plan?

- Identify a Strategic Planning Team
- Develop a Strategic Planning Process
- Engage the services of an outside consultant
- The Process must include opportunities to get input from all affective parties.
- Identify writing team (person)
- School Board must participate in planning and final approval

c) What resources (persons and materials) should be used?

- Review planning documents from other districts or private sector
- Secure adequate funding for materials, consultants and meeting sites
- Time ... allow adequate time for planning process to work. Don't rush process you will get a much better product in final draft.

SPISANC2.SA2

Topic 2: The Development of District Master Plans

Written Recommendations from: Donald Shaw

a) **Who should be involved in drafting the plan, including sections dealing with LEP students?**

A subcommittee of the Districtwide School Improvement Leadership Team uses the combined input from community businesses and service agencies; information from professional journals, books, newspapers; reports from private and government agencies; suggestions from school staff, students, parents, and school board members.

In addition, the parent leadership council, SEA specialists, and representatives from professional associations (e.g., TESOL) provided input and assistance.

b) **What should be the process for drafting the plan?**

(Answered above)

c) **What resources (persons and materials) should be used?**

(Answered above)

SPISANC2.SA2

Topic 2: The Development of District Master Plans

Written Recommendations from: Betty Mason

a) Who should be involved in drafting the plan, including sections dealing with LEP students?

1. Parents, teachers, community people, administrators and high school students. Within these groups should be persons of each minority group in district. The total district plan should be written with all students in mind cross-group representation can assure that.

b) What should be the process for drafting the plan?

1. Information meetings with building administrators, parents and community people separately.
2. Information meeting it with Union representatives.
3. Selection of planning team through volunteers and draft.
4. Determine focus of plan and sub-sections.
5. Establish groups for sub-sections.
6. Begin process of drafting.

c) What resources (persons and materials) should be used?

1. District curriculum.
2. State Department resources (persons and materials).
3. ERIC search for research on other districts.
4. University professors/Principals/teachers.
5. Parents input.
6. Business Community input.
7. Superintendent and top staff.

SPISANC2.SA2

Topic 2: The Development of District Master Plans

Written Recommendations from: Linda Kolbusz

a) Who should be involved in drafting the plan, including sections dealing with LEP students?

All stakeholders of the community which could include parents of all subgroups, community members (including those living in communities without school age children) seniors, community agency representatives, business representatives, board members, staff representatives (including teaching and support staff) union representatives, central office representatives, building administration representatives, students.

b) What should be the process for drafting the plan?

All stakeholders should be involved in the training process. All stakeholders need information on national, state and local goals and objectives. The draft should have input of and be written by all stakeholders. The review should include additional representatives of each stakeholder group. Ultimately the school board should review/accept plan.

c) What resources (persons and materials) should be used?

Training in teaming, decision making, consensus building, group process, change theory, and adult learning should be included. In addition conflict resolution and collaboration should be addressed. Training should be ongoing and meet the needs of the group as defined by the group.

SPISANC2.SA2

Topic 3: Implementation of District Master Plans

Written Recommendations from: Gloria Johnston

a. Who should be responsible for various aspects of implementation, including elements relating to LEP students?

People who know the plan well -- at least some people who have been involved in the whole process and see the whole picture. Implementation should involve those who will be effected by the plan and should develop leadership at the level of implementation to insure ongoing quality and integrity to the original goals.

b. What implementation guidelines or methods should be used?

A clear delineation of goals and expected outcomes with timelines and accountability spelled out are all critical. Those held responsible for implementation should have had significant opportunities to develop skills and identify resources prior to implementation. Someone (perhaps a district level person) should be monitoring and available for support at the site level.

c. How to avoid typical barriers to implementation?

Recognize all of the resistance to change that is common in any organization. Develop plans to address that resistance and acknowledge that it is part of the process. Stay focused on the goals/outcomes and celebrate successes along the way. Remember that change is a process, not an event, and the process is ongoing. Implementation strategies need to acknowledge adult learning styles.

SPISANC3.SAC2

Topic 3: Implementation of District Master Plans

Written Recommendations from: Juan Aragon

a. **Who should be responsible for various aspects of implementation, including elements relating to LEP students?**

Outcome type committee chaired by a superintendent's designee. Committee membership should include coordinators of bilingual education, as well as other coordinators.
Principals at school level leading teaching and support staff.
District-wide elements by various coordinators; ie., Coordinators of Bilingual Education, Coordinators of Special Education, etc.
Community involvement in community affairs.

b. **What implementation guidelines or methods should be used?**

Guidelines should serve to assist communities in developing the how to develop strategies for implementation.
Guidelines should be compatible with district management style, i.e. site-based management, etc.
Methods may involve teacher training, depending on programs developed.

c. **How to avoid typical barriers to implementation?**

Be sure to include staff in the decision-making regarding all phases of implementation.
Be realistic, up-front, with staff regarding resources; financial, human, and other.
Keep Board of Education fully informed regarding implementation.
Inform the public.
Train staff to meet the task.
All proposals for program funding should be compatible with the master plan.

SPISANC3.SA2

Topic 3: Implementation of District Master Plans

Written Recommendations from: Ruben Seanz

a. **Who should be responsible for various aspects of implementation, including elements relating to LEP students?**

Some personnel who are basically responsible to implement the overall master plan, i.e.,

- Curriculum director
- Bilingual Director - other special populations directors
- Principals, teachers, and staff
- Instructional specialists/department chairpersons

b. **What implementation guidelines or methods should be used?**

The plan should include specific references to:

- Personnel (by title) who are responsible to implement the various aspects of the plan.
- A timeline
- Expected outcomes
- Evaluation criteria
- Resources (funds and/or funding sources)
- Who is going to monitor the overall implementation
- Formative and summative evaluation timeline.

c. **How to avoid typical barriers to implementation?**

- Insure that the plan is properly funded
- Assign responsible personnel to oversee implementation
- Have at least four scheduled formative evaluation conferences during the year
- All personnel should know that the summative evaluation will be provided to the Board of Education

SPISANC3.SA2

Topic 3: Implementation of District Master Plans

Written Recommendations from: J. A. Williams

a. **Who should be responsible for various aspects of implementation, including elements relating to LEP students?**

- The superintendent and the board should be the leaders for change.
- The curriculum Department is responsible for the course of study and the infusing of the concepts in all other disciplines.
- Principals and teachers should be responsible of implementing all aspects of the plan.

b. **What implementation guidelines or methods should be used?**

- The strategic plan should be the road map to guide the implementation.
- Board should pass policies to support the master plan.
- Guidelines should also be developed at the building level.

c. **How to avoid typical barriers to implementation?**

- Involvement of the total community. (Internal and external)
- Getting staff to accept change.
- High Expectations for all students.

SPISANC3.SA2

Topic 3: Implementation of District Master Plans

Written Recommendations from: Arthur Zarrella

a. **Who should be responsible for various aspects of implementation, including elements relating to LEP students?**

Ultimately the superintendent must be responsible for the entire plan. However, in order to insure successful implementation there must be a decentralization of the delegation of responsibility and accountability.

b. **What implementation guidelines or methods should be used?**

In Providence we have found the formation of an implementation T.O. has provided the means of support as well as providing accountability.

c. **How to avoid typical barriers to implementation?**

1. Change Data driven.
2. Inclusive planning process.
3. Comprehensive pre-implementation planning.

SPISANC3.SA2

Topic 3: Implementation of District Master Plans

Written Recommendations from: Mary Lou McGrath

a. Who should be responsible for various aspects of implementation, including elements relating to LEP students?

School Committee
Superintendent and Central Staff
School Administration
Curriculum People
Program Managers
Student
Principals
Teachers
Support Staff
Business Partnerships

b. What implementation guidelines or methods should be used?

Implementation plan/guidelines should be agreed upon during planning process but a monitoring team in place -- constantly review and adjust plan -- Role of planning team in evaluation and monitoring. Role of planning team in evaluation and monitoring. Use of media to assist -- Role of School Committee.

c. How to avoid typical barriers to implementation?

Put all representatives of stakeholders in planning and implementation process.
Superintendent-take active role in monitoring
Public timeline
Professional Development Plan is important
Plan for distribution of resources
Be realistic - but don't give up on mission.

Topic 3: Implementation of District Master Plans

Written Recommendations from: Curman Gaines

a. **Who should be responsible for various aspects of implementation, including elements relating to LEP students?**

- The superintendent and senior staff must take primary responsibility for implementation of strategic plan.
- All Administrators and school site annual work plans must take responsibility for implementing strategic plan.
- LEP administrator provide leadership for implementing components of strategic plan relating to LEP students.

b. **What implementation guidelines or methods should be used?**

- All funding requests must be related to strategic plan.
- Budget administrators must understand and be able to articulate strategic plan to staff and general public.
- Let it be known to all that strategic plan is supported by elected school board.

c. **How to avoid typical barriers to implementation?**

- You must be able to explain vision in clear and concise language.
- Involve all stakeholders in the beginning of process.

SPISANC3.SA2

Topic 3: Implementation of District Master Plans

Written Recommendations from: Donald Shaw

a. **Who should be responsible for various aspects of implementation, including elements relating to LEP students?**

Superintendent
Superintendent's key staff members (dept. heads)
Principals
Teachers
Selected support staff
School advisory councils (principal, teachers, parents, students, other interested community members).

b. **What implementation guidelines or methods should be used?**

Superintendent's staff members should be assigned specific responsibilities relating to strategic and annual operating objectives. Responsibilities include providing technical assistance, monitoring, and reporting to superintendent's staff at regular intervals.

c. **How to avoid typical barriers to implementation?**

Communicate frequently and clearly.
Use data to demonstrate need and progress.
Build relationships among stakeholders, salient support.

Topic 3: Implementation of District Master Plans

Written Recommendations from: Betty Mason

a. Who should be responsible for various aspects of implementation, including elements relating to LEP students?

1. Superintendent
2. Assistant Superintendent
3. School district directors
4. Assistant Administrators of LEP students
5. Principals
6. Teachers

b. What implementation guidelines or methods should be used?

1. Board approval of guidelines
2. Clear understanding of Mission
3. Support (by-in) of plan
4. On-going staff training where needed
5. Continuing review of process
6. Development of evaluation tool at beginning of implementation
7. Periodic sharing and review of implementation process

c. How to avoid typical barriers to implementation?

1. Continuing communication between groups
2. Visibility of Central Office staff at various school sites
3. PTA group meetings to provide progress and get feedback from parents
4. Periodic reports (reviews) with persons who help write or input into the plan

SPISANC3.SA2

Topic 3: Implementation of District Master Plans

Written Recommendations from: Linda Kolbusz

a. **Who should be responsible for various aspects of implementation, including elements relating to LEP students?**

The stakeholders (detailed list on Topic 2 Question A) at the site. The school improvement team should be the keeper of the vision/mission/objectives and involved in the governance issues. The design teams which are formed to address specific objectives should have representatives of the school improvement team as well as others. The additional people should represent the stakeholders most affected i.e., a parent involvement design team may include the whole array of stakeholders, but more parents on that particular team; whereas a design team to research a new math adoption should also include all types of representatives but would more likely include more instructional staff.

b. **What implementation guidelines or methods should be used?**

Stakeholders should be trained in areas (see Topic 2, question c and add cultural sensitivity). Accountability for implementation should be included in the system.

c. **How to avoid typical barriers to implementation?**

Substantive involvement of trained stakeholders avoids many turf and interpersonal issues. Issues that arise due to the change process* cannot really be avoided, but knowledge of adult learning and good staff development practices* will assist in the successful implementation. Access to good facilitators is also important.

*If more detail is needed I could expand on these concepts.

SPISANC3.SA2

Topic 4: Assessments of District Master Plans

Written Recommendations from: Gloria Johnston

a) **What is most important to assess, both overall and specifically for LEP students?**

Are they learning the core curriculum and is the learning at a rate substantially equivalent to their monolingual age/grade peers. What is the school culture like and how are their parents involved?

b) **How and when assessment should be done?**

Learning assessments should be done in the strongest language where students can demonstrate to their highest level what they know and can do. Assessments should reflect what has been taught and how it was taught. They should be periodic throughout the year and should be classroom based.

c) **How assessment information should be used?**

Information should be used to revise curriculum and teaching methods if student learning is not adequate. It should be used for students and parents to have a sense of learning progress and for the community to know what and how students are learning. It should be used to celebrate successes.

SPISANC4.SAC2

Topic 4: Assessments of District Master Plans

Written Recommendations from: Juan Aragon

a) What is most important to assess, both overall and specifically for LEP students?

All goals and strategies are for all students, are they? All special (proposed) programs fall within the scope and strategies of the master plan. Student achievement in meeting state competencies, etc.

Are LEP students meeting the expected gains as targeted for each student?

b) How and when assessment should be done?

Assessment of whether master plan, student progress, and activities meet the progress timelines and desired outcomes on a timeline basis as planned. Assess as often as necessary, but at least annually progress in meeting plan.

Assessment should be completed at a time that allows time for analysis and planning/change.

c) How assessment information should be used?

Assessment information is most valuable to decision making regarding revision of master plan, which may include additions or deletions to the plan. As a report card of the district -- How does the district fare regarding its own plan and timelines? How does district compare in the "state Report Card?"

How does district compare with itself on an annual basis? Used to determine -- what is working and what is not.

Topic 4: Assessments of District Master Plans

Written Recommendations from: Ruben Seanz

a) What is most important to assess, both overall and specifically for LEP students?

- Achievement.
- The transitioning to NLEP status.

b) How and when assessment should be done?

Formative assessments as well as summative assessment at the end of the year or cycle.

c) How assessment information should be used?

- To develop new plans -- set new goals -- and vision.
- To inform the various publics about the district's progress.
- To create sprit-d-corps and pride in the distinct.
- To leverage funding.
- To attract the most able and qualified personnel possible.

Topic 4: Assessments of District Master Plans

Written Recommendations from: J. A. Williams

a) What is most important to assess, both overall and specifically for LEP students?

- Attitudes of students, teachers, support staff.
- Academic progress.
- Attendance.
- Promotion and Retention.
- Graduation Rates.
- Suspension/expulsion.

b) How and when assessment should be done?

- surveys.
- Questionnaires.
- Norm Reference Test.
- Criterion Reference Test.
- Progress Reports.
- Teacher mode test.
- Writing samples.

c) How assessment information should be used?

- Budget process.
- Restructuring.
- Academic programs.
- Management structure.
- Planning.
- Reporting to the community.

SPISANC4.SA2

Topic 4: **Assessments of District Master Plans**

Written Recommendations from: Arthur Zarrella

a) **What is most important to assess, both overall and specifically for LEP students?**

Factors that effect achievement.

b) **How and when assessment should be done?**

Assessments should be made at critical periods in the program and/or planning process. Also, assessments should be planned for when key data are available. (i.e.: achievement, attendance, etc.)

c) **How assessment information should be used?**

Assessment information should provide the assistance for additional planning and program modifications.

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Topic 4: Assessments of District Master Plans

Written Recommendations from: Mary Lou McGrath

a) What is most important to assess, both overall and specifically for LEP students?

- Student achievement.
- School climate.
- Student data other than achievement.

b) How and when assessment should be done?

- By people both inside and outside the school system.

- Ongoing assessment (different types at different times).

c) How assessment information should be used?

- Used to develop curriculum.
- Secondary school courses and program elementary and secondary.
- School improvement Councils.
- School board/supt. evaluation.
- Public information:
  - support for public education.
  - allocation of resources.

SPISANC4.SA2

Topic 4: Assessments of District Master Plans

Written Recommendations from: Curman Gaines

a) What is most important to assess, both overall and specifically for LEP students?

- Overall assessment...
  - Program assessment to ensure that students' and program need are compatible.

- Specifically Assessment...
  - Oral and written language skills.
  - Vocabulary.
  - Story telling (elementary).

b) How and when assessment should be done?

- Assessment methods need to be broadly based, non-biased and appropriate to age and developmental levels.

- Entrance and exit criteria need to be examined and implemented.

c) How assessment information should be used?

- Assessment information should be used to plan/revise curriculum and instructional strategies.

- Assessment information should be reported to community annually.

SPISANC4.SA2

Topic 4: Assessments of District Master Plans

Written Recommendations from: Donald Shaw

a) **What is most important to assess, both overall and specifically for LEP students?**

Academic achievement (overall)

- Progress toward achieving English language proficiency.
- Degree to which social acceptance and integration have occurred.
- Extent of progress toward meeting objectives of the individual plan for LEP student.

b) **How and when assessment should be done?**

By requirement of the consent decree between META and the Florida DOE we must assess a student before placement in a program, at regular intervals (at least 4 times per year), upon changing placement, and at any other time requested by the parent.

c) **How assessment information should be used?**

To determine most effective placement and individual program design for each LEP student.

To determine progress of individual students.

To determine over-all effectiveness of programs.

SPISANC4.SA2

Topic 4: Assessments of District Master Plans

Written Recommendations from: Betty Mason

a) What is most important to assess, both overall and specifically for LEP students?

1. Implementation of plan.
2. Components of plan which address LEP.
3. Disaggregation of test data at implementation stage and at end of first year.
4. Degree to which parents became involved in plan implementation.

b) How and when assessment should be done?

How to assess or what to assess should be a part of initial planning. Assessment instruments should be in place when planning implementation begins. Program assessment should be on-going. Mid-year reports should be important to safe-guard against surprises at end of year.

c) How assessment information should be used?

1. Shared with Supt and Cabinet (staff).
2. Shared with Board of Education.
3. Shared with Building Administration.
4. Shared with original planning teams.
5. Filed in each school site library.
6. Filed in local city library.

SPISANC4.SA2

Topic 4: Assessments of District Master Plans

Written Recommendations from: Linda Kolbusz

a) **What is most important to assess, both overall and specifically for LEP students?**

Determining indicators of success that do not water down the curriculum yet allow for differentiated learning styles/strategies. The implementation process should also be assessed, and the assessment should also include how/why does the implementation change over time (since the process should be a fluid one).

b) **How and when assessment should be done?**

Assessments should be done on a continuous basis. In the area of achievement it should be multiple and varied and reflect the language and culture of the individual students. The process of implementation should include observations, interviews, surveys and data review. All stakeholder representatives should be involved in the development of the assessment as well as in the assessment itself.

c) **How assessment information should be used?**

Assessment should be used in a formative manner for continuous quality improvement. Stakeholders should be encouraged to reflect on the results and ask questions as to the meaning. Probes should be used so that the interpretation is looked at from many different aspects with the intent to not only understand but to continue to improve the process.

SPISANC4.SA2